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ABSTRACT

The Inner College of the University of Connecticut was organized to try to make alternative education work--it provides the opportunity for each student to design a personalized education, suited to his or her own aspirations and interests. This catalog and resource magazine describes offerings by the Inner College designed to accomplish this goal. Past courses and projects are discussed first, then current courses, projects, and resource people are detailed for each subject area: anthropology, Wilbur Cross Library, the whole earth, media, crafts, music, humanistic psychology, science, parapsychology and the occult, history and the social sciences, education revisited, literature, community fieldwork, and approaches to the physical body (sex, food, health, exercise, and drugs). (Author/SH)

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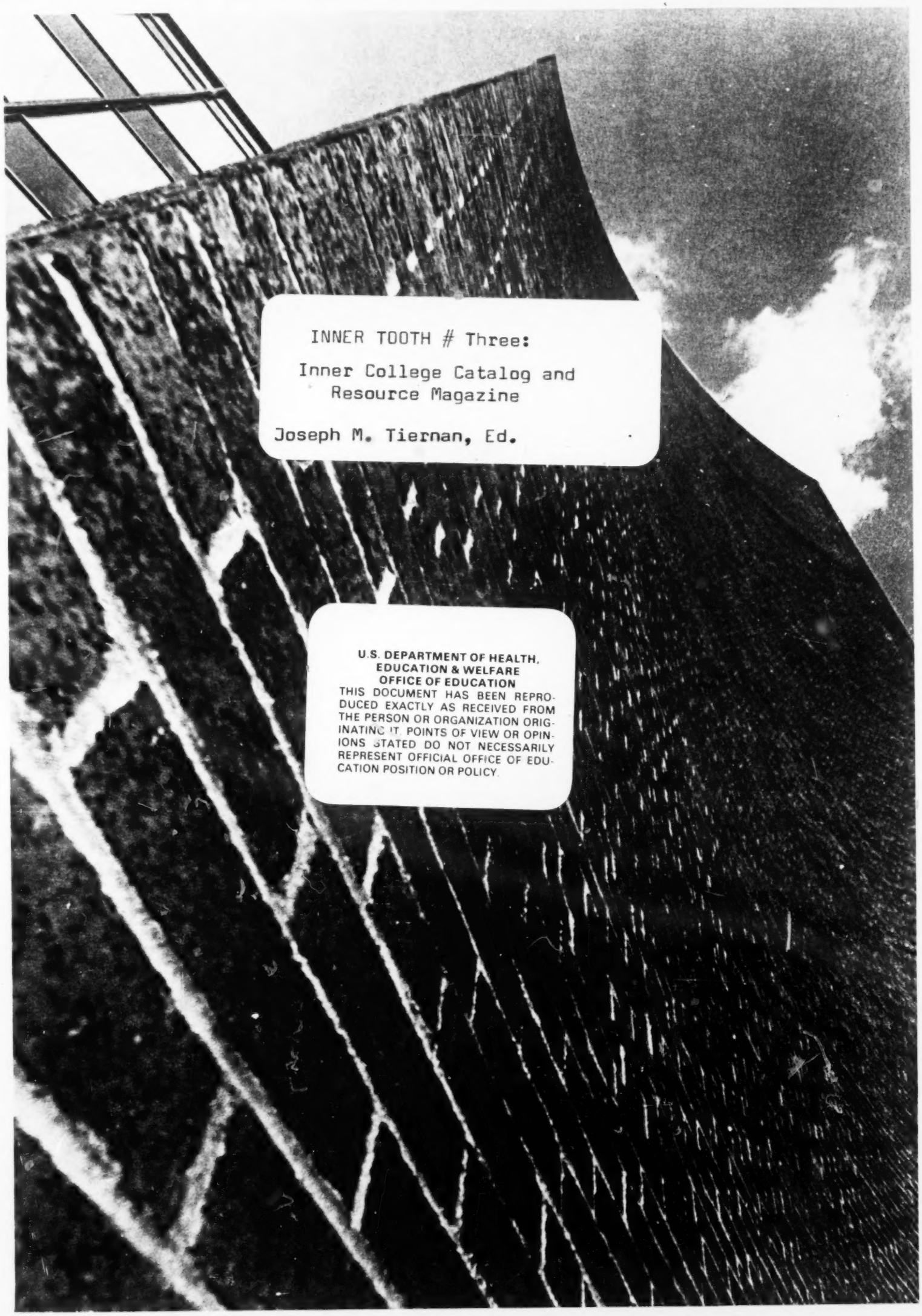

INNER TOOTH # Three:

Inner College Catalog and Resource Magazine

Joseph M. Tiernan, Ed.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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EM 009 481

Preface

"One of the effects of true education is to make a man profoundly dissatisfied with what he has previously been taught."
Plato

A great need for a new path created the Inner College, a unanimous feeling that there must be a different way to learn. Ideals were reviewed and the Inner College was organized to try and make alternative education work. The I.C. provides the opportunity for each student to design a personalized education, suited to his or her own aspirations and interests. And that's what it's all about. After all, we should have the opportunity to learn (independently or otherwise) many different subjects and not be confined to majoring in one. Furthermore, with the world as impersonal and chaotic as it is, finding ourselves and growing in social awareness is just as important as learning the facts. All too often, a college education consists of nothing more than cramming information, regurgitating it, and as quickly forgetting it. You may learn only how to cheat and take tests. Well, the Inner College is a way out. The road may be rockier, but at least you know you're moving forward.

Compared with students following the regular curriculum, the I.C. student touches upon a much wider range of subjects while he's at college. A quick glance at some of the projects will surely prove it. And just because many of the subjects dealt with are new and relevant to the times (e.g. media, drug rehabilitation), doesn't mean they are any less demanding. The I.C. is easier only because learning becomes a pleasure and not a pain. In addition, through journal writing and meetings, the Inner College student constantly scrutinizes himself and his values. We aren't allowed to remain inert. If anything, it's the opposite of copping out. It's staying in close to the scene and action.

New ideas and creative projects are springing up every day. It's all here in the catalogue. Aside from sponsoring festivals and the Inner Tooth magazine for the coming year, we will also have a newspaper and a series of lectures and workshops on everything from photography to history. But in spite of the diversity of ideas and interests, we are all concerned with proving that a student can work out his own education. In doing so, the student may hit upon subjects not generally offered by the university. Inner College courses in media and communications, humanistic physchology, as well as music, yoga, and a history of the radical movement are all significant, relevant, challenging and meaningful courses that an individual can relate to his own life.

So with all this, we finally arrive at a close look at what's coming up. The beauty of it is that it's all yours for the asking. Education, as much as you can love your head with.

Natasha

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INTRODUCTION

In the following pages three terms we've used in describing some of the Inner College offerings this fall are *Courses, Projects,* and *Resource People. Courses* include both those which will definitely be given and those which will be given if enough students show interest. They are usually fifteen weeks in length; however, where indicated, they may vary this schedule. *Projects* cover work that individuals are doing personally or collectively on given topics. They also include field work, off-campus groups and activities that IC students might want to participate in. *Resource People* listed are simply those people competent in various areas who may be contacted either for independent work, the construction of a formal course, or just for informal consultation.

Students receive credit for Inner College courses and projects through approval of their plans of study and methods of evaluation either by an IC permanent advisory committee and/or an instructor in his area of competence.

Many courses and activities are held in the Inner College trailer, the white building (two connected trailers) in R lot which houses the Inner College offices and the common room. Write to Inner College, U-167, or call 429-3311, ext. 1126 or 1593.

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In pursuing their studies, students in the IC last spring worked up common as well as independent courses and projects. A catalog follows. (The number of students listed at the end of each description refers to the number of participating IC students. A star* before the course or project means it is, as of this writing, continuing this fall; its continuance doesn't necessarily mean that the same readings, films, or topics will be included. These will, again, depend upon the students involved.)

*DIRECTED READINGS IN EXPERIMENTAL EDUCATION. This included several independent directed reading projects about experimental education. Readings included Whitehead, Silberman, Marin, etc. (4 students)

*CREATIVE WRITING. Students working separately, with guidance, to develop their writing abilities in prose, poetry, and song. (12 students)

BLACK STUDENT SEMINAR. The primary objective of this study is to make the black college student aware of the sociological, economic, and political problems confronting the inner city. A secondary objective is to encourage students to participate in policy decisions, and to have confidence in their potential ability to govern the inner city. White students may also attend. A few examples of topics covered are: Housing and Urban Renewal, Community Action and Urban Housing, model Cities and Anti-poverty Programs; Center for Black Development, etc.... (1 student)

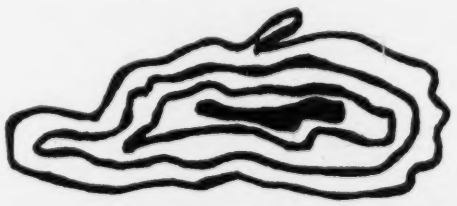
*DIRECTED READINGS IN LITERATURE. The Works of D. H. Lawrence. (1 student) American Literature, the works of Mark Twain and Thoreau. (1 student). Gide, *The Immoralist, Strait is the Gate and Journals.* Camus, *Myth of Sysiphus.* Raszah, *The Making of a Counter Culture.* Eisley, *The Immense Journey* (1 student). The works of Shakespeare. (2 students). A study of the influence of Eastern thought on the works of Pearl S. Buck. (1 student).

INDEPENDENT STUDY with Dr. Reich. No. 1—Reading books on and by Piaget with the intention of applying his theories to a method of educating emotionally disturbed children. (1 student)
No. 2—Readings about educating emotionally disturbed children, including books by Hewitt, Glasser and others. This group of students met in discussion groups throughout the semester and visited several schools and institutions, including Conn. Valley Hosp., Children's Village and a Hewitt classroom. During the latter part of the semester the group participated in Dr. Reich's graduate student seminar in special education. (2 students)

LEATHERWORKING. Emphasis on design in relation to function, form and durability. The finer points of workmanship were stressed instead of production. One student's project was to lead the group. Students involved supplemented the course with directed work in the philosophy of aesthetics.

*MEDIA. Students last semester were involved with a number of projects that develop media skills. *Radio*. WHUS-FM had four different Inner College programs in an attempt to broaden both the music and news programs of WHUS, with the hope of revitalizing radio. Groundwork was also done to establish a Connecticut Educational Network among college radio stations in Connecticut. Included visits to other college radio stations. (4 students)
Television. The Inner College sponsored two weekly television shows. Students were involved in producing these and worked with the people at the radio-tv center. Inner College students also worked with members of the Experimental College learning to use video-tape equipment. (4 students)
Film. Moritur—An evaluation of man as seen through the eyes of a madman. Written, directed and produced by Al Coco. (9 students)
Experimental shorts and documentaries of the New Haven Panther Rally and Washington Demonstrations. (4 students)
Publication. The Inner Tooth. Each issue focused on a topic. The first was "alternatives in education," the second, creative works. Most work by IC students. (6 students)

PHOTOGRAPHY. A study of Ansel Adams zone system for exposure control; workshops and discussion groups aimed at developing visual sensitivity with respect to photography and general intensification and practice of photographic technique. (3 students)



*COMMUNICATIONS. Visiting and videotaping various groups in Connecticut who are involved in community action programs. Crisis centers, experimental schools, and media centers. This was being done in conjunction with the clearinghouse of the school of education of U. Mass. and the Free University of New England. (2 students)

*VARIOUS ARTS AND CRAFTS. Independent, but directed, work in glass blowing, weaving, textiles, cartooning, musical composition. (7 students)

*WILLIMANTIC STREET SCHOOL. With the aim of developing a base for a street school in Willimantic, IC students were involved in a cultural exchange program with four Puerto Rican students, teaching and learning Spanish and English, while helping the Puerto Rican students prepare for the high school equivalency exam. This group also puts out a bi-lingual newspaper, VISION (2 students).

WHAT IS WORTH KNOWING FESTIVALS. This past semester there were two festivals, "Phoenix," a contemporary culture and society festival, and "Loomings," a creative arts and science festival. Besides attending the functions, IC students participated in selecting topics, building themes, contacting and interviewing participants, coordinating events, etc. (the IC)

*WORK AT MANSFIELD TRAINING SCHOOL. Students were counseling students, working on toilet training programs and student teaching. (3 students)

WORK AT SOUTHBURY TRAINING SCHOOL. A course at the school to learn how to teach arts and crafts to retarted children. (1 student)

*YOGA. The project was led by an IC student and was aimed at teaching students the practice as well as the philosophy. (3 students)

DRUG CENTER EXPLORATION. Study of various types and methods of drug treatment centers around the state, including *Blue Hills* in Hartford, *Dortec House* in Meriden, *Valience House* in Norwich; to help develop and set up E.C.D.A.P., an in-and-out patient treatment center in Willimantic. (2 students)

*DIRECTED READINGS IN HISTORY. The History of the 30's in light of art, music, and fads. (1 student)
The Role of the Blacks in the American Civil War. (1 student)
The French Revolution and later French History. (1 student)
Black History—"The Black Politician and the Reconstruction." (1 student)
An exploraton of the origins and use of some ideas in history. (1 student)

*DIRECTED READINGS ON THE AMERICAN INDIAN. The American Indian study group had two major components, discussion and independent readings. The group met once a week for a 3 hour evening discussion. Among the readings were: *Black Elk Speaks,* Niehardt — *When the Tree Bloomed,* Niehardt — *When the Legend Die,* Borland — *Custer died for our sins,* DeLoria — *Shi,* Kroeber — *Geronimo,* Turner — *A Pima Remembers,* Webb — *Teachings of Don Juan,* Castenadas — *Black Foot Lodge Tales* (3 students)

CREATIVE DRAMATICS with Barbara Goodwillie. Weekly meetings with approximately eight students. Learning about and participating in creative drama, with special attention paid to its use in the classroom. Visiting classrooms in Pomfret where individuals in the group observed, initiated and participated in creative dramatics. Some readings, including *Playmaking with Children* and others. (3 students)

MUSIC. Creating a country music course for the fall semester in order to teach about the music itself, its history, development, styles, content, availability, and to explore the sociology of the culture which produced it. (2 students)

NON-VERBAL COMMUNICATION with Dr. Lamb. Readings and discussions in such topics as: gestures, body language, territorality, interpersonal communication. (3 students)

SCIENCE Self-directed work in microbiology, organic chemistry and hormone metabolism. Involves independent reading, course audits and lab work. (1 student)

SMALL GROUP DYNAMICS. An in depth study of the effective use of small groups in therapy and sensitivity training. (1 student)

*SURVIVAL. A directed study of edible wild plants, included both readings and field trips. (1 student)

*TEAM TEACHING ENGLISH 105. Team teaching "Literature of Social Criticism" with Rufus Blanshard; this involved coordinating discussions, correcting papers, etc. (3 students)

TEAM TEACHING AT E. O. SMITH. Student teaching in the American Studies Class. (1 student)

TEAM TEACHING AT RHAM HIGH SCHOOL. Assistant teaching in child development and family life problems. (1 student)

TEAM TEACHING SOCIAL PROBLEMS. Teaching a social problems course at ECSC with Joe Pendleton and Lance Pruyn; exploring the common bases of social problems through readings and discussion. More specifically, the social problems of education, racism, the war and the draft, and society and the individual; trying to promote an open classroom. (1 student)

*TELEPHONE COUNSELING. Working with the Dialogue Hot Line project. Involved intensive training, actual phone counseling, and helping to train counselors. (2 students)

EDUCATIONAL ANTHROPOLOGY. Graduate course at U. Mass in anthropology and education; readings, field work, and curriculum writing and innovation; emphasis on the uses of anthropology in education. (1 student)

EDUCATION IN THE PHILIPPINES. An on site study of the education system in the Philippines. (1 student)

*FANTASTIC LITERATURE (English 299). A discussion group reading literature of speculation, both scientific (science fiction) and purely imaginative (fantasy, supernatural, adventure, romance, etc.). Generally, no attempt was made at "Literary analysis" in the academic sense (although there is no rule against this). The philosophy behind this group was three fold: 1) to provide some sort of beginning guidelines for those who are interested in aspects of this type of fiction, 2) to make an attempt to crack what seems to me to be an academic prejudice against "Story tellers" as opposed to "Men of letters." 3) to attempt to begin to get the regular English department to recognize the value of many authors who are neglected for wrong reasons. A broad coverage of types and authors was essential. (5 students)

HUDSON RIVER SLOOP RESTORATION PROJECT. Working with the ecological, historical project. Operating, staffing the sloop, co-ordinating events, and editing a monthly publication. (1 student)

INDEPENDENT STUDY OF MEN'S UNCONSCIOUS. This group read Jung and others on dream analysis. (2 students)

MOTIVATION. A study of what motivates a student to learn, focused on the motivation of students in open structure programs such as the IC. (1 student)

LIVING ON THE LAND. This project involved several students who lived in a teepee and grew their own food while learning methods of organic farming and keeping a journal. (1 student)

The following is a list of all people involved in students' evaluation committees last spring semester, and faculty members who directed courses and projects.

INNER COLLEGE
Barbara Wilson
Lance Pruyn
John Mauceri
Joe Pendleton
John Nero
Rick Wozenski

BIOLOGY
Philip Marcus
Jay Roth
Tom Terry

PSYCHOLOGY
Mike Wogan (Urban semester)
Michael Follman
Terry Halwes
David Gutzey
Ken Ring
D. L. Mosher

EDUCATION
Steven Owen
Brian Heath
Melvin Reich
Larry Koss

RADIO/TV
Shel Wildes

BOTANY
Larry Harms

ANTHROPOLOGY
Brian Michener
Robert Bee
Norman Chance

POLITICAL SCIENCE
Curt Beck

HISTORY
Marvin Cox
J. McKelvey
Tom Paterson
Arnold Taylor

MICROBIOLOGY
Al R. Kapular

ENGLISH
Joan Hall
Victoria Reed
Rufus Blanshard
Sister Raphael Joseph
Tom Wilson
M. Spann
F. Butler
Rick Arnoldi
Jack Davis
Joe Cary
Charles McLaughlin
M. Stern

PHOTOGRAPHY
James Hall

SOCIOLOGY
Jack Roach
Duane Denfeld
Nick Sofios
Mike Gordon
Seymour Warkov
Bob Weber
Larry Carney

ECONOMICS
Bill Tabb
Bob Schoeplein
Peter Warner

MUSIC
David Maker
Robert Hill

PHILOSOPHY
Peter Brown
S. Kirmani
Len Krimerman
Mike Simon

MATH
Charles Ehrenpreis

SPEECH
Jack Lamb
Jerry Hanneman

COUNSELING AND TESTING
Dick Goodwillie

OTHER
Barbara Goodwillie (creative dramatics)
Colleen Lutynski (weaving)

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INNER COLLEGE STUDENTS

Reggie Beamon
Holly Beres
Kate Berlipsch
Paul Biscuti
Carl Blodgett
Wayne Blaze
Kevin Brackett
Bou Brastow
Joe Carey
Joseph Coppola
Linda Cosentino
Ruth Crocker
Cathy Cunningham
Bob Dahn
David Davis
Kathy DeGuilio
Constance Diaz
Michael Dick
Annette Dieli
Cattie Emerson
Joe Frank
John Freedman
Jeff Gardiner
Abbie Giber
Jeremiah Gill
Don Harrington
Steve Hennessey
Natalie Hertz
John Hitt
Steve Hyde
Ann Jastemski
Joe Johnson
Steven Karas
Joycee Kennedy
Rhonda Kincaid
Robin Kincaid
Steve Krishenbaum
Kurt Knoerschild
Goose Landon
John Long
Bill Mahon
Ron Matous
Nancy Nero
Rona Novis
Bill Papoosha
Chris Porto
Rebecca Radin
Trudy Rosenstock
Robert Savage
Barbara Silberman
Steven Taubman
Joseph Tiernan
Deborah Tuthill
Steven Weiss
Gary Winik
John Wolfe
Sharon Wood
James Young

PART TIME FACULTY

Rufus Blanshard
Jim Hall

INNER COLLEGE SUPERVISORY COMMITTEE

The Supervisory Committee was established by the University Senate to evaluate and advise the Inner College and to submit regular reports to the senate body.
Curt Beck, Political Science (on sabatical first semester)
Al Cohen, Sociology
Anita Furshpan, History
Charles McLaughlin, English (on sabatical 1971-1972)
Dieter Paulus, Education
Jerome Shaffer, Philosophy
one Inner College representative
Joan Hall, English, Director of the Inner College
Arthur Chovnick, Genetics, Chairman of the Supervisory Committee

INNER COLLEGE STAFF

Reggie Beamon
Len Krimerman
Janet Martin
Priscilla Nomura
John Nero
Joe Pendleton
Lance Pruyn
Barby Wilson
Rick Wozenski

Anthropology

Coordinator: Rhonda Kincaid

Anthropology, the study of man (and all that encompasses), is comprised of many areas of study. Listed here are courses and resource people in physical anthropology—the study of man's evolution, his adaptation to his environment; cultural anthropology—the study of different cultures (present and past), different world views, how man is shaped by his culture and vice-versa; ethnology—the study of living cultures; educational anthropology—the study of the uses of anthropology in education and the relationships between education and culture, for example, the effects of education and educational practices on children, older students, and minority groups; ethnomusicology—the study of the relationships between a culture and its music, how one reflects and affects the other; and linguistics—the study of the ways men communicate (spoken word, gestures, other symbols), and the relationships between language and culture such as the historical development of languages, and the relationship of language patterns to cultural values.

COURSES

Country Music Course
A study of country music, its history, the people who play it and the people who like it, how it affects the lives of these people, how they have shaped it. See the music section for more details.

Indian Readings Course
Barby Wilson will work with students interested in learning about American Indian culture and world view through readings and discussion. Some of the books students read in this course last semester were:
Blackfoot Lodge Tales—When the Legends Die—Borland
Black Elk Speaks—Neihardt
Geronimo—Turner
The Book of the Hopi—Waters
Two Leggings—Nabokov
The Man Who Killed the Deer—Waters
Indian Tales
Custer Died for Your Sins—DeLoria
The Teachings of Don Juan: A Yaqui Way of Knowledge—Castaneda
Shi—Kroeber
A Pima Remembers—Webb
Othe books to read: *Our Brother's Keeper: The Indian in White America, The Indians' Book: Songs and Legends of the American Indian*—recorded and edited by Natalie Curtis
Ishi in Two Worlds—Kroeber
Students will meet once a week for 3 hours.

Anthropology
Barby Wilson and Rhonda Kincaid are developing an anthropology curriculum and would like to work on it with a limited number of students. Questions such as the following will be discussed: Is man's aggression against his fellow man a cultural or biological phenomenon? Why have women evolved the way they have? How much does a culture categorize reality? How and why does a culture remain isolated? How would one write

a curriculum for Indians about white culture, what would he include, how could he make it clear to the Indians who have a completely different culture and way of seeing things (world view)? In dealing with these questions this study group will explore many fields within anthropology, their relationships to each other, and their usefulness; and importance–relevance–to the individuals in the study group. The group will do various readings and view a series of films; discussions on these will deal with the subject matter, how it is presented, and its usefulness in an anthropology curriculum. The readings will probably include such books as *On Aggression* by Lorenz, *The Territorial Imperative* by Ardsley, *The Immense Journey* by Eisely, *Black Elk Speaks* by Neihardt, *Antelope Singer* or *Beaverbird* by Underhill, and *Early Man* by Howell (Time-Life Series). Some of the films that will be used are *The Hunters* (a vivid portrayal of tribal life), *Jane Goodall and the Wild Chimpanzees, The High Lonesome Sound* (a brief look at Appalachian culture and music by John Cohen),*and The Time Machine* (H.G. Wells). The group will meet for 3 hours once a week.

Japanese Popular Culture
Yokko Sembo will teach brush painting, origami (paper folding), flower arranging (a lifetime study in Japan, with much mythical or symbolic content), landscape architecture (folk symbolism in the placement of rocks, lantern and "waterfall," contemplation stump, and the "lonely rock," bonsai treatment of the roots and stumps), tempura cooking and the art of the Japanese people. We will be able to offer this course only if enough people are interested to make it worthwhile for Yokko to come here from Japan. She is looking forward to teaching the course here. Contact Barby Wilson as soon as possible if you are interested.

PROJECTS

Women
Janet Martin is interested in helping people form a course on women. This course could explore the roles of women in various fields, women's contributions to society, etc. Various people could participate in the course–for example, Joan Hall who is giving a graduate course on women in literature (see literature section) might take one session of the course, Mrs. Peterson in physics could be asked to speak about women in the sciences, etc.

PEOPLE WHO CAN HELP YOU IN ANTHROPOLOGY

Educational Anthropology

Len Krimerman (IC and Philosophy Dept.) has worked with El Barrio, (the People's Place), a community center for Puerto Ricans in Willimantic, and can give you information on minority group education; he has visited many alternative schools and can give you descriptions and materials and addresses of these and other schools. (See the education section written by Len.)

Barby Wilson knows a lot about this field and has done many studies of the effects of education on children. She also is a good person to ask about Indian education.

Bryan Michener (Anthropology Dept.) is teaching a course in educational anthropology this fall, and spent this past summer studying the effects of American education on American Indians. He also helped start an Indian School in Colorado.

Pam Wheeler is working on setting up a street academy, an alternative school, in Willimantic, for Puerto Ricans, high school dropouts, and other individuals who can't learn in the present educational system there.

Language
Glottochronology is another branch of language study. This is a study of the rate at which the meaning of words changes, and what these changes mean. So far, rates of change from cognate to new terms of the same basic meaning vary very little from one language to another, and their average can be used to compare pairs of related language to find the time which has elapsed since their separation or first differentiation. Thus a technique for learning this history of a language becomes a technique also for learning something of a people's political or culture history. (from ISHI IN TWO WORLDS by Theodora Kroeber) This is just one example of the many areas of language study.

Jim Farris gives a course in the anthropology department in language and culture and will help you find information and people to work with in the field of language.

Yoga, Eastern Philosophy, Oriental Culture
Len Krimerman will help you find people in the philosophy department interested in these areas.

Culture and Music
Rhonda Kincaid can give you a little help in this field. She has some good bibliographies and knows some people you might be interested in talking to.

American Indians
Bryan Michener and Barby Wilson (see above) have worked with Indians on reservations, and both have worked with students studying Indian culture. Bryan is giving a course on American Indians (anthropology) in the regular university, and has several students working with him on this course.

Robert Bee (Anthropology Dept.) gave the anthropology course in American Indians last year (and before) and has worked on Indian reservations.

READINGS

The North American Indian: A Catalogue of Books Available in Paperback Editions,: issued by the 8th. St. Bookshop, Inc., 17 West 8th. St., N.Y., N.Y. 10011

Earth, the August 1971 issue, has an "Indian Guide" which lists American Indian families, Indian Organizations, Indian Centers, Law Reform and Legal Aid, Bureau of Indian Affairs Offices, Indian Publications, Indian Museums, Reading, Books Colleges, Scholarships, Other Educational Opportunities, High Schools, Films, Records, Maps, Indian and Eskimo Crafts, and Craft Supplies throughout the United States. (see Rhonda or Barby if you can't find a copy)

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Wilbur Cross Library

Dick Akeroyd

Many student projects will require a great deal of research. Dick Akeroyd, in Special Collections at the library, has agreed to help us on this. Dick will help to collect a bibliography for those who have a project in mind but who don't have a bibliography. This will be invaluable! Also Dick has given us information on two projects which he has going. Anyone who wishes to help Dick with these—contact him.

Special Projects for the Special Collections Department
Alternative Press Collection

For some time prior to July 1970 the Department has been randomly collecting publications of the alternative/ underground press. In response to my own special interests in this area, as well as to a growing demand for such materials from students and faculty, we decided at that time to organize these materials and to develop a more systematic collection. I was given full responsibility for this project.

From the outset this collection has been developed according to four major purposes:

to collect, as completely as possible, all publications of the alternative press from Connecticut in particular, and New England in general;

to collect at least representative samples of, and some subscriptions to, the major underground newspapers in the United States and Canada;

to gather current and relevant information, from alternative political perspectives, concerning all aspects of the "counter" or "alternative" culture (communal living, organic farming and natural foods, rock music, free schools, etc.), as well as issues of social and moral concern (drugs, the war, ecology, police and political repression, etc.) to students today;

to make these information sources as readily available to students as are the standard information sources and perspectives.

It is also my goal to see this collection develop into a major source of research for these types of publications and political points of view.

Because of the ephemeral nature of most of the materials that go into the collection (pamphlets, posters, handbills, broadsides, etc.) a great deal of it is obtained through non-standard acquisition sources: personal gathering at rallies and demonstrations, information tables at the Student Union, newstands, small bookshops, and street sellers. A large proportion of these materials have also been obtained for free, either as gifts, personal gathering, or by mailing directly to those groups who print and publish them. In many cases, small donations are all that is necessary to get on the regular mailing lists of these groups. This is generally true more so for the ephemera than for the newspapers and magazines, although I have received many gifts, and a few free subscriptions, to these as well.

In general I follow two main criteria for the selection of subscriptions: place of publication; or, subject matter and political point of view. In some cases, whether or not the paper is indexed by the *Alternative Press Index* may also be taken into account.

the purchase of an almost complete run, through the present, of the pioneer Boston underground *Broadside,* which later merged with the Boston *Free Press* to become the *Broadside Free Press,* and has recently changed its entire format to become the world's first video tape magazine, *Boradside Video Free Press;*

a gift from Mr. Frank Lavine of the Medford, Massachusetts Public Library, of over 300 items, including extensive back files of such titles as *East Village Other, Los Angeles Free Press, Black Panther, Berkeley Barbs, and Old Mole,* as well as a large amount of ephemeral materials dealing with peace movement activities in the Boston area over the past three years.

In July 1970 our holdings of underground press materials consisted of sample copies of eight newspapers, plus some posters and other ephemera, mostly from the West Coast. There was also a rather complete collection of the papers distributed here during the Student Demonstrations in the fall of 1968. Two subscriptions, to the *East Village Other* and the *Whole Earth Catalog,* were also being received at that time.

As of June 30, 1971, the collection has expanded to include 222 serial titles, of which 52 are regular subscriptions. (These figures do not reflect the subscriptions now being received from the Underground Press Syndicate subscription service mentioned below.)

The pamphlet and ephemera files have expanded rapidly during this period. Included in these files are:

a complete set of the papers published here during the National Student Strike in May 1970;

numerous papers relating to the recent trials of members of the Black Panther Party in New Haven;

papers from the National Peace Action Week, and the May Day demonstrations in Washington this past Spring;

a relatively complete set of papers thus far published by the recently formed Vietnam Veterans Against the War.

Other especially noteworthy additions to the collection include the following:

a subscription through the Underground Press Syndicate to its entire subscriber list of over 50 papers, thus assuring our regular receipt of most of the major underground papers now being published;

a recent purchase by John Seelye of an important research collection of papers relating to the first four years of the development of the Students for a Democratic Society; included with this is a now very scarce complete run of the SDS newspaper *New Left Notes* for its first two and one half years of publication;

With such rapid growth, access to the collection has become a major problem. I am now, therefore, in the process of completing a card catalog which will provide access to the collection from three points of view: place of publication; subject; title or main entry.

The pamphlet and ephemera files will be incorporated into this catalog through the subject file, according to the broad subject categories by which they are now arranged. In order to keep the subject approach to the collection as current and flexible as possible it has been set up in two sections. The first, the subject file itself, uses guide cards for each subject heading used. This avoids the necessity of typing subject headings on each card (they are only penciled on the back of the main entry card), and allows for easy changing of subject headings when necessary for currency. The second is an index file, which, through the use of numerous cross references, allows me to keep the number of actually used subject headings to a minimum. This in turn should avoid the necessity for too frequent changes of subject headings, since the cross references will allow for currency of change terminology. The subject headings used in this file are based almost entirely on the subject headings list for the *Alternative Press Index*.

Information about this collection is soon to be published in two directories: the *Guide to the American Left,* 6th edition, published by the U.S. Directory Service, Kansas City, Missouri; and the *Source Catalog,* published by the Source Collective, Washington, D.C., as a guide to all types of organizations and people currently working with alternative information and communications sources.

Finally, as a direct result of my experience in developing this collection, I will be writing a periodic column for *Wilson Library Bulletin* on what is new and exciting in alternative literature. The first column will appear in their September 1971 issue.

NOTE—Dick would appreciate it if anyone who has done research on alternatives would make a copy of the research and contribute it to the files.

Library Liberated Zone

As a joint project with the Inner College the Wilbur Cross Library has designated a portion of its All Night Study Room as a "liberated zone." This will be a 24 hour reading room for publications of the alternative/underground press and other sources of information bearing on issues of current and pressing concern to students. In addition, it will serve as a free information center for resource materials from and about all aspects of movement activity, alternative culture, bases, free school, communes, student movements, and other related actions.

Although the zone exists in, and is part of, "library territory" it is hoped that students will view it more as "free territory" which they will be able to use as they wish. Hopefully a relaxed atmosphere will prevail where rapping about various ideas and issues would be able to freely develop and be carried on. Eventually, as the concept of the liberated zone is further developed, more coordinated events such as film showings, speakers, workshops, and the like, might also begin to happen there.

The reading materials that are now in the zone are supplemental to the Alternative/Underground Press Collections being developed in the Library's Special Collections Dept. These materials have come from a variety of free and duplicated items gathered in the process of developing those collections, as well as from materials donated by students and faculty. While no funds from the Library's budget are being used to purchase or otherwise subscribe to reading materials for the zone, duplicated and other freely acquired materials will continue to be placed there by the Library. It is also hoped that a "free exchange" network will eventually develop among the users of the zone to keep on the reading and resources materials at least relatively current: if something is borrowed, something should be left in its place, and ideally the borrowed item eventually returned. In addition, personal collections and/or subscriptions to alternative press publications that are not longer being used or are ready to be thrown away could be donated to the zone. Also, ephemeral materials, such as posters, handbills and leaflets handed out at rallies and demonstrations, or current lit lists and information brochures from various groups would also be quite useful items of information.

For more information about the zone, or to donate materials, contact Dick Akeroyd, Special Collections Dept., Library, ext. 1884, or Box U-5.

This project will expand in the fall if there is interest, with the aim of making it permanent. More donations are urgently requested.

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THE WHOLE EARTH

Coordinator: John Nero

In this section I'll make the following assumptions: that serious damage has been done to the land, the air, the water, etc., and that what has been done is nothing compared to what may be done. Another assumption is that it conceivably is not too late. That man possesses the power to understand and avert what is commonly referred to as the "environmental crisis," and to do so in a balanced manner, beneficial to all. Now, a rising number of people are becoming involved in a variety of attempts to use that power. In this section I hope to suggest a few useful tools and a variety of approaches.

UNIVERSITY RESOURCES

"Education, particularly higher education, is critically important to solving our ecological crisis... The whole direction and thrust and purpose of our culture is toward greater production, greater exploitation. In many if not in most of our universities, there is little criticism of the basic assumptions and value judgements that underlie our current priorities. The university is quite capable of developing an automated machine to harvest almost any crop, but it is unable to evaluate the long term social costs of such a development." Garret De Bell, Ed. THE ENVIRONMENTAL HANDBOOK

RESEARCH AND COURSE WORK

A good deal of research is now being done at this university exploring the nature of and solutions to environmental problems. One detailed list of such research, compiled in 1969, is available for reference at the I.C. trailer. A more recent list, but directed most specifically toward water resource research, is published by the Water Resources Institute and can also be found at the trailer.

Theoretically any course of study could be geared to developing ecologically relevant skills. Some university courses are more directly related, e.g., the series of courses entitled "Man and His Environment" (Agriculture and Natural Resources numbers 110, 120, 130, 140, 150). A list of such courses is also published by the Institute of Water Resources and available at the trailer.

PROJECTS

Social and Human Implications of Computers
Students who would like to do projects exploring the role of electronic computers in modern society should contact Ralph Kochenburger in the Electrical Engineering dept. He would work with people with or without previous programming experience. Projects would be in line with topics covered in his EE 101 course, Computers and Modern Society, or could expand on those topics, or vary considerably from them.

Politics and Economics of Environmental Conservation
The decision making process and how it affects the environment. Students wishing to explore this area should see Carlos Stern, College of Agriculture and Natural Resources, U-21.

Raymond Rosencranz, a philosopher from Boston, is interested in leading a workshop that will examine the cultural sturucture of our society, and question the assumptions upon which this structure is based.

After exploring forms of organization in light of human needs, capacities, and limitations, (through readings, relating of personal experiences and simulation games), the workshop could culminate in a discussion of the non-ideological creation of a radically different world society and the process of its implementation.

It is preferable, but not a prerequisite, that people involved in this workshop have some previous background in varied fields. The following books are highly recommended, and portions will be referred to at the workshop:
Design With Nature by Ian Mc Harg.
World Dynamics by J. W. Forrester, *Wright Allen Press. Cambridge. Recently published, this book contains results of the author's work in using computers to chart global and local social developments.*
The Only Revolution and others by J. Krishnamurti
The works of *Buckminster Fuller,* listed and described in the *Whole Earth Catalog.* (His *World Design Science Decade,* and *World Resources Inventory* are available at the trailer, as is the *Whole Earth Catalog.)*

READING MATERIAL

A few of the most commonly recommended books are: *Population Resources, Environment: Issues in Human Ecology* and *Population Bomb* by Paul Ehrlich, *Silent Spring* by Rachel Carson, *Science and Survival* by B. Commaner, *The Hungry Planet* by G. Borgstrum, *The Environmental Handbook* by Garret de Bell (contains an extensive bibliography), *Earth Tool Kit* (by Environmental Action, also contains list of ecology groups throughout the country).

Other catalogues, magazines, etc. can be found at the trailer:
–*Whole Earth Catalog*
–*Vocations for Social Change* A fairly comprehensive listing of research and action projects throughout the country.
–*Natural Life Styles* A complete guide to organic living
–Five volumes of reports of *The Proceedings of the United Nations Conference on New Energy Sources.*
–*The Mother Earth News,* a "how to do it manual," useful techniques in natural living; gardening, shelter construction, tool use, etc.; as well as interesting articles and interviews.

The Wilbur Cross Library. A general contact person for library resources would be Dick Akeroyd, in Special Collections. Also consult the reference librarians who are up to date on most resources.

Technology and Autonomy

The application of ecological principles to social reconstruction...opens entirely new opportunities for imagination and creativity. The cities must be decentralized to serve the needs of both natural and social ecology. Urban gigantism is devastating not only to the land, the air, the waterways and the local climate, but to the human spirit." Murray Bookchin, "Toward an Ecological Solution"

Len Krimerman is interested in exploring, with those interested, forms of technology which are not incompatible with decentralization or human autonomy, and also community owned cooperatives as an alternative to big business. The project would look at the texts of Buckminster Fuller, Murray Bookchin, Paolo Freire and others.

The Center for Environment and Man

There is an opportunity for students of specific interests or backgrounds to work on projects with the CEM in Hartford. For more information see John Nero.

Recycling

Sue Dutch has drawn up a step by step procedure for a large scale recycling project. All it needs is enough people willing to commit time to it.

Alternative Clearinghouse

In conjunction with the Free People's Exchange at the Arrakis commune in Jeffersonville, N. Y. Rick Wozenski maintains, through visits and letters, files of alternative groups, communes, and free schools, in the New York/New England Area. This is an ongoing project. Those interested in working on it, or just using it, should see Rick at the trailer.

Environmental Shopping

People interested in compiling a shopping guide similar to the Household Ecology Guide put out by the EEC (see Community Resources), which would rate products as to their ecological value as well as list co-operative merchants, should contact Nancy Nero.

People wishing to develop new projects, do specific research, or find courses relevant to their interests, should contact John Nero at the trailer if they need help.

COMMUNITY RESOURCES

"Another perspective that guides us is the notion that the only way to change Washington or the state of government is to get together with your neighbors and begin changing things in your community and county. It is the *democratic* rather than the *liberal* theory of social change." – "Counties" by Ted Radke (from *Clear Creek* magazine.)

The following environmental groups have expressed an interest and a need for help from citizens and students. They can be reached at the addresses given.

UNIVERSITY OF CONNECTICUT ENVIRONMENTAL CONCERN: Chairman, Courtney Shea, Ext. 1596

This is a campus-based group interested in aligning with other area groups as similar concerns arise. Some of last year's projects included:

–recycling drive which collected 13,000 pounds of glass
–coordinating Earth Week activities on campus
–a directive was sent to all faculty members volunteering the services of Environmental concern members as research assistants provided the research was used in the professors' classes; The response was favorable and the project is expected to continue in the fall. The offer still holds: faculty who have such projects or students wishing to help with the research, should contact the group.

Besides these, new projects will be generated in the fall.

MANSFIELD ENVIRONMENTAL PROTECTION ASSOCIATION Box 33 Mansfield Center, Conn. 06250

MEPA is a local ecology group concerned primiarily with the ecological effects of urban development in the 10 town Windham Planning Region. The towns of Mansfield and Willimantic are expected to undergo intense development in the near future.

A portion of this development program involves the expansion of highways and the installation of sewer systems. The town of Mansfield is currently served primarily by septic tank systems, which are ecologically sound when on adequate acreage in that they revert waste back to the soil.

MEPA is currently researching legislation necessary to curb highway expansion and sewer installation in the Mansfield area, and to implement "demand responsive" public transit systems as an alternative to highway expansion. A "demand responsive" system would centrally co-ordinate public transportation (through computers, telephones, radio, etc.) making inexpensive, non-polluting transportation readily available.

Contacts are now being made with area groups with similar interests in an attempt to coordinate their efforts.

THE WINDHAM REGIONAL PLANNING AGENCY
33 Church St. Willimantic, Conn.

The Windham Planning Agency is concerned with devising adequate growth strategy and regional development for the ten town Windham planning region which surrounds Mansfield and Willimantic. Available at the Inner College trailer is a list of possible environmental projects suggested to us by a member of that agency. Some relate specifically to the Willimantic river and its surroundings, (i.e. monitor the quality of river water in the city of Willimantic along the Willimantic and Natchaug rivers as it relates to storm water runoff and other non-sewage related pollution.) while others are of a more general focus (i.e. study the localized affect of suburbanization on the habitat of small wildlife, particularly non-water related species and define steps necessary to maintain such wildlife populations in suburbanizing areas).

WRPA is also represented on the four-man steering committee of the Willimantic River Task Force, along with representatives of the local, state and federal government. The task force, established in 1968, now involves more than twenty-three agencies dealing with a variety of natural resources, economic factors, and sociological problems relating to land/water use planning for the Willimantic River and its environs. Their goals, as stated in their report to the 1971 general assembly are:

1. to maximize the potential of the Willimantic River for recreation and conservation.
2. to develop necessary and desirable uses other than recreation and conservation in a manner compatible with recreation and conservation.

For more information, see John Nero.

ENVIRONMENTAL EDUCATION COMMITTEE

David McKain (203) 536-8773

Univ. of Conn., Avery Point, Groton, Conn. 06340

The EEC is a community organization based at UConn's Southeastern branch, and it is composed of local residents, high school students, and college students. They are currently engaged in a number of interesting activities; among them are:

WETLAND WATCHDOG PATROL – More than half of Connecticut's original wetlands have been filled in for developmental purposes. Since wetlands are essential in maintenance of a proper ecological balance, a law is now in effect prohibiting any further filling. This law is often ignored and members of the EEC are undertaking the project of keeping check on the remaining wetlands, and attending court hearings involving infractions of that law.

HOUSEHOLD ECOLOGY GUIDE – Recently published by the EEC, this is a guide for individual environmental actions. It is most useful for the Groton, New London area. There are four main sections:

–recycling and safe waste disposal
–water use and pollution
–ecology outside the home (burning, shopping techniques, etc.)
–organic gardening

COMMUNITY SHARING – A project based on the notion that collective action is not only more economical, more beneficial to the environment, but also a lot more enjoyable. Some aspects of the program include:

–Food cooperatives, making available quantities of organic food at several locations, thus making it possible for people to obtain quanities of healthful food at reasonable prices without having to make as much use of their automobiles.
–Houseware cooperatives–encouraging their members to share costly items not in constant use, such as tools, lawn mowers, etc.
–Transportation coops–saving gas as well as air.
–Burial coops–lowering the cost of dying.

EDUCATION – The EEC has created certificate granting adult education programs through the extension service at the Avery Point branch. They also speak and co-ordinate speakers for local high schools, church groups, and civic organizations.

OTHER PROJECTS – Working to prevent jet-port construction in the S.E. Conn. area; attending and bringing qualified ecologists to speak at local zoning hearings; laying nature trails at a farm recently aquired by the state of Conn. under the open space act; and various projects recycling glass and paper.

The EEC provides an opportunity for interested people to work with a strong, diversified community ecology group, besides serving as a working model for those wishing to create such a group.

THE CONNECTICUT EARTH ACTION GROUP

70 N. Beacon Street, Hartford 233-2106

"The Connecticut Earth Action Group (CEAG), a citizen-supported community action group, was created to help fight for consumer protection and environmental preservation. Initiated by Ralph Nader, it will work essentially on two levels–first, it will serve as a resource for existing environmental and social welfare organizations, and second, it will develop and initiate action strategies for change on behalf of the public.

Several summer projects along these lines have already been started in Connecticut. One of them is a Property Taxpayers Association in Wallingford, which hopes to hire a Certified Public Accountant and an independent tax assessor who will work to determine the proper tax evaluation for any citizen who feels that his local government's assessment is incorrect. This will give a basis on which an individual may contest the tax assessment of his property. Hopefully this center will serve as a model for the rest of the country. A consumer complaint bureau funded and staffed by the local community is being set up in Hartford. Plans call for the establishment of consumer centers in other areas of the state. A study is being done on the feasibility of recycling the paper used in our school systems and purchasing recycled paper. Other projects are focusing on statewide worker health and safety and on the use of pesticides to fight the moths and caterpillars attacking our trees." (excerpted from a CEAG pamphlet)

CEAG needs people who are "self-starters," people who can turn an idea into a concrete project.

SIERRA CLUB

The national purpose of the Sierra Club is "to explore, enjoy, and protect the nation's natural resources." A local group of the club is located in Storrs and has been quite active in the past few years in efforts to preserve tidal wetlands and prevent jetport construction. They are also involved in transmission line and power plant citing; and may soon come out in opposition to the expansion of route I-84.

The group publishes national, chapter, and local newsletters listing current activities. Those interested in joining nationally should write: Sierra Club, Mills Tower, San Francisco 94104, or locally: contact Don Cajac 429-6679

OPEN DOOR SOCIETY OF CONNECTICUT, INC. (P.O. Box 2162 Meriden, Conn. 06450) A parents' group, not an agency, concerned with finding homes for all the children in Connecticut who need them. It is particularly concerned with children who have special needs: physically and mentally handicapped children, black children, racially mixed children, and children older than infancy, including sublings who must be placed together. Membership of the group is not restricted in any way. Adoption takes place regardless of race, age or handicap of either parent or child. Volunteers are needed, especially those who type. Call Chip and Barbara Bensen 1-238-3062 or Rufus and Jane Blanshard 429-4908.

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"Not imminent death but mutation into a form totally dependent on artificial life-support systems is a threat posed by man's present existence." —Sam Love, EARTH TOOL KIT

JOSHUA'S TRACT CONSERVATION AND HISTORIC TRUST

c/o Dorothy Goodwin
UConn, U-135

Joshua's Trust was formed to receive gifts of land and money or to buy land from people who might prefer to sell to a private organization rather than to a governmental agency. It can, however, act in conjunction with public bodies in a number of flexible ways.

The purposes spelled out in the trust document are:

- to preserve the rural character of the area for the benefit and well-being of the inhabitants;
- to acquire and assure the preservation and maintenance of land in the interest of conservation of natural resources, and development of an open-space program;
- to acquire and assure the preservation and maintenance of land and/or improvements to the land which has a unique historical significance to the area;
- to engage in and otherwise promote the scientific study of local natural resources, including plants, animals, birds, and wildlife;
- to preserve and maintain areas for educational training in nature lore and camping.

Those interested can join the trust (annual membership fee is $15.00), or volunteer help. Most of the groups activities are concerned with raising finances, purchasing and maintaining land.

On Oct. 10, the trust will host the annual meeting of the Connecticut Chapter of the Nature Conservancy, a large, national land trust organization. This will take place at the Buchanan School and will include a speaker from the Conservancy as well as walks through the Bradley-Buchanan Woods and the Wolf-Rock area, both of which are land tracts owned by the trust.

ZERO POPULATION GROWTH

"In 1830 there were one billion people. In 1970 there are three and one-half billion. It took thousands of years to produce the first billion, one hundred years to produce the second. It will take fifteen years to produce the fourth."

"More people will need more food. More people mean more cars, more highways, schools, houses, factories, jails, shopping centers, and more garbage."

"All of these take up space and natural resources. Sooner or later, we'll run out of them; in some places, they already have."

"By stopping population growth now, we can help make sure that it won't happen here."

What Can You Do?

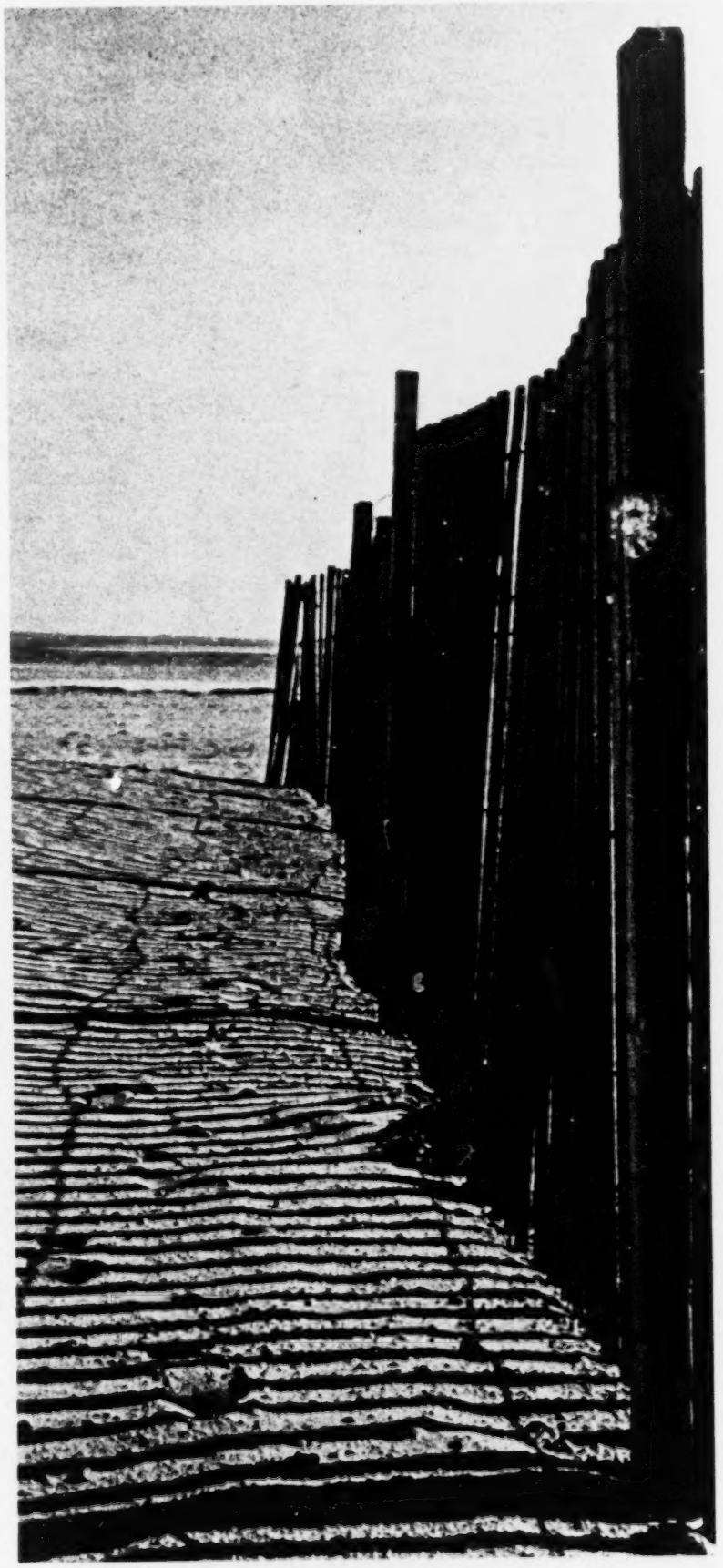
Limit your own family to two children—one to replace the mother and one to replace the father...(adopt children if you want a larger family)

Encourage your friends and children to do this too. Work actively for political candidates in your area that are knowledgeable about the population problem.

Join Zero Population Growth, Inc., a politically active organization formed for the purpose of stopping the population explosion." (Excerpted from a ZPG pamphlet.)

The Eastern Conn. chapter of ZPG meets at the University, but has members from the Willimantic, Tolland and Manchester area. Their service is basically an informational one, attempting to keep the public informed on matters involving population as well as legislation which affects population. In the past ZPG has sponsored speakers and films on abortion, sterilization, vasectomy and other aspects of population and population control. Such programs are expected to continue throughout the year. In the fall ZPG plans to sponsor a child psychologist who will discuss the psychological effects of a one-child family on both the child and the parents.

To get more information or to offer creative assistance contact: Joan Walde c/o ZPG, Eastern Conn. Chapter, Box 222, Willimantic, Conn. 06226.



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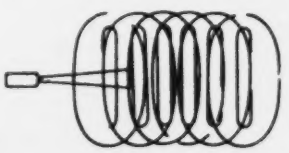
MULTI MEDIA

Coordinator: Joseph M. Tiernan

"The problem is that the Establishment doesn't want to share that information with the public. They've always profited by being able to control that information and knowing where the sources of the information are and what was happening in advance of the public. Now they don't know in advance any longer. They learn it and the public learns it simultaneously. And this is where the problem is, that is why the Government is trying to put the clamps on us."
– Walter Cronkite, speaking on Public Broadcasting Laboratory "The Whole World is Watching"



The truth will set you free. Free speech and an honest press are important instruments for maintaining our constitutional rights. They have been called "the central nervous system of democracy," clearly necessary for any kind of social or political freedom. Since power can no longer be measured in terms of land, labor or capital, but by access to information and the means to disseminate it, control by networks and government is limiting our freedom and restricting our ability to choose. We all know what a radio and a television set look like but few of us ever realize that the airwaves *do* belong to the people. Although radio and television have for many years been household items, they have seemed inaccessible to ordinary people. We would like to explore what happens to such media under decentralized community control.

The Inner College will begin this year to set up a media center for the Storrs community. We believe that the best way to change something is to first understand what it is that you want changed and then either assimilate into it or set up your own system. And we begin with the premise that practical as well as theoretical understanding of the term "media" is essential.

As we see it, the major purpose of the media program is to make our educational, social and political system sensitive to the needs of the people. Our job is to get information out to those who need to know the options. The IC can become a media clearinghouse and exchange post for Southern New England. The need for unity among the movement and independent news media is urgent. In regional areas we have only the spoken word for communication between communes and cities. On the national and international level we have Pacifica Foundation and Liberation News Service but they are not yet adequate to satisfy this need.

Any medium is only as good and/or creative as those who are behind the typewriters, cameras and control boards. The muse can come from a poet, journalist, TV director, songwriter or actor. As more and more is learned, better ways of diffusion and exchange must be found.

TURN ON/TUNE IN/CHANGE IT!

RADIO: One of our strongest media. The IC now has 25 hours of live radio on WHUS-FM (91.7) and has already added a much needed educational dimension to UConn's college station. As far as we know, we are the only alternative educational program in the world that has such direct access to a FM high-power radio station. The facilities of WHUS are impressive. The station has almost $70,000 dollars worth of equipment payed for by the students and the university. Our own recording studios can produce professional work. This gives our media program more depth than just readings and discussions of media's effects upon the culture. The radius of WHUS is over sixty miles and it has been reported that people even pick up up in such "out-of-sight" towns as Wethersfield. Listen sometime—you might be also moved by some of our programming!

A college radio station should not sound like every other radio station on the dial. A college radio station can help to build a community and should allow every point of view in politics, the arts, and world culture a chance to be freely expressed. That means giving the arts and the artists a central place in the program, looking for talent wherever it might be, and taking a chance that what is said, done, or performed will add something important to the flow of ideas and experiences which make up an intellectual and cultural community. It is not necessary to agree with all the views of either the Black Panthers or the YAF in order to state that they have the right to be heard.

Inner College Radio, already, has a cadre of volunteer producers who are going to use the station's non-commercial air time for a volume and variety of original programming. Good shows might spring from producers left free to produce different "formats" rather than just copy top-40 or plain progressive rock stations. An exposure of creative, innovative radio would be a cultural shock to the community. There should be a series of open-microphone commentaries from individuals or groups ranging from Women's Liberation, Dialogue Hot-Line Telephone, Student Senate to the Experimental College and UConn's Administration. A college radio station should be the place where the avant-garde and the controversial can be presented. We are constrained only by our imagination.

Some suggestions for programs have already gone into effect. IC reporters read news stories from Liberation News Service and original journalism stories. We now have radio drama and comedy shows patterned after Firesign Theatre.

Future ideas range from draft counseloring with IC'er Wayne Blaze, Alan Binkard (Storrs Draft counselor) and Dick Bennett (former U.S. Army officer who became a C.O. *while* in the service) to discussions and debates with professors and students in their fields of interest. When the FCC was renewing WBAI (Pacifica Radio Station in N.Y.C.), the Federal Communication Commission stated, "We recognize that... provocative programming as here involved may offend some listeners. But this doesn't mean that those offended have the right through the Commission's licensing power, to rule such programming off the airwaves. Were this the case, only the wholly inoffensive, the bland, could gain access to the radio microphone or the TV camera."

PRODUCERS

Natasha Hertz—classical music on Sunday morning. 10 a.m. to 2 p.m.
John Long—MOTHER EARTH BLUES on Thursday evening. 7 p.m. to 10 p.m.
Bill Papoosha—"FRIENDS" progressive rock on Sunday night. 10 p.m. to 3 a.m.
Joseph Tiernan—"THE ZOO COMMUNE" Collage effects 10 p.m. to 3 a.m.
Rick Wozenski—"WATCHTOWER" (various Inner College projects) Sunday 3 p.m. to 5 p.m.
Jim Young—"CONFRONTATION" public affairs on Wednesday evening between 6 p.m. to 7 p.m.

RESOURCES: (RADIO)
WFCR 88.5 Five-College Radio, UMass, Amherst, Mass.
WHUS 91.7 Student Union Building, UConn, Storrs, Conn.

Resource Person: Linda Arnold

Pacifica Tape Library, 2217 Shattuck Ave., Berkeley, California 94704
Pacifica has audiotapes from programs broadcast over one or all of the Pacifica radio station, non-commercial, listener-supported FM radio in Houstin, L.A., Berkeley and New York. Their catalog lists and describes the tapes available; some of the topics of the tapes are: racism, poverty, welfare, Black citizens in American society, Indians, Chicanos, and Orientals in America, on Being a Woman and the new feminism, ecology, drugs, etc.

Radio Free People, 133 Mercer St., New York, N.Y. 10010
They make and distribute tapes for broadcasting and organizing—tapes of talks, songs, poems, documentaries, collages, drama, etc. having to do with revolutionary social change. Provides recording and other facilities to radical groups around New York. New tapes include several on Women's Liberation, a series of anti-war programs for the People's Peace Treaty campaign, interviews and music from Vietnam, and a program about the squatters' movement in N.Y.C.—and how to fight urban renewal.

Liberation News Service, 160 Claremont, New York, N.Y. 10027
They put out a semi-weekly packet of news and feature articles of interest to people interested in working for radical social change. It serves most underground papers, and has a Radical Media Bulletin Board feature that keeps papers up to date on what's happening with their sisters and brothers across the country. Help them out by calling in important news stories, or mailing in by air mail special stories.

FILM AND TELEVISION

"Is media bringing about a new kind of consciousness? Why do I only see that consciousness in about 1/4 or 1/3 of the students I meet. Most seem dead-*lifeless.* Did it turn them into spectators or maybe spectres? Or was it HIGH SCHOOL (a documentary film by Fred Wiseman about the dehumanizing of students in a middle-class Philadelphia achool system) that killed them? Given their death—do I conclude that school is more powerful than electronics? Do I assume that the issue of life & death in students is a matter of heredity or predestination? Or do I conclude that those in whom the "new consciousness" triumphs—the Chicago 1968'ers—are the people who watched TV but gave it up at an early age for a life of *acting* rather than *watching.*"

—Mother Television
Jill Hultin (former UConn TV teacher)

As children of the new age, for whom nature is the solar system and reality is an invisible environment of messages, we are naturally hypersensitive to the phenomenon of vision. Perhaps, video and film are the most powerful of all media.

Instant television in the form of videotape is not only possible but fast becoming a reality on the UConn campus. For the past few years a number of individuals have been using portable videotape equipment from the Radio/Television Center at UConn. However, it was tightly controlled. Wanting more freedom, students through a media course in the Experimental College last spring, purchased a Sony AV#3400 videotape recorder and playback unit. It is, in essence, a portable self-contained "TV station." The Radio/Television Center permits student production and can show our TV productions to the Student Union and (brand new!) most dorms on this campus as well as our sister colleges in Connecticut.

Videotape is extraordinarily adaptable for individual expression. It's like a Polaroid camera, for you can see what you have shot immediately. You can't do that with film! With the monitor in the camera you can test camera angles and lighting problems. The AV#3400 can be used to make homemade television or for filmmakers to study before actually shooting a film. It can help actors see their mistakes without having to waste film footage.

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Although video groups in New York, New Haven, Storrs, and Boston have not yet tied together into some form of distribution network—that will soon come. In fact, we can help organize it. Audion in Boston (friends of ours) are now making video magazines using their own equipment and ingenuity. They have asked our help. There are so many things we can produce. Don't close your mind...TV is only 25 years old—so many more changes to go through.

Radical Software has attempted in print form to make people aware of this new technology and the uses to which it might be put. The I.C. subscribes to *Software.* Recently, they have offered a Video Information Tape Exchange and have encouraged the development of many other groups in videotape. "Videotape can be to TV what writing is to language."
Video and film people in the I.C.

(1) Michael Dick
(2) Joseph Tiernan
(3) Gary Winik
(4) Rick Wozenski

MAGAZINE: INNER TOOTH
Called *inner tooth* because there was no other way! It seemed right at the time and if I was to explain the name...I'd get confused...and write for hours...and soon I'd lose all touch with reality. So accept it, ooooooooookay?

Journalists, poets, story writers and photographers — Inner College students have in the past year produced two such free magazines (this being the third) and we hope to put out two this year. Each has dealt with a specific topic. It is meant to be more than just a catalog but a resource magazine dealing with our own community and its assets. We see no reason to put together a magazine just to see our names in print and believe that the linear medium is not old-fashioned or out of touch with today's world. Words are the only things which last forever.

INNER TOOTH COLLECTIVE: bou brastow, kevin brackett, cattie emerson, steve hyde, ann jastemski, goose landon, rona novis, joseph tiernan (electrician), steve weiss, john wolfe...

I.C. NEWSPAPER:

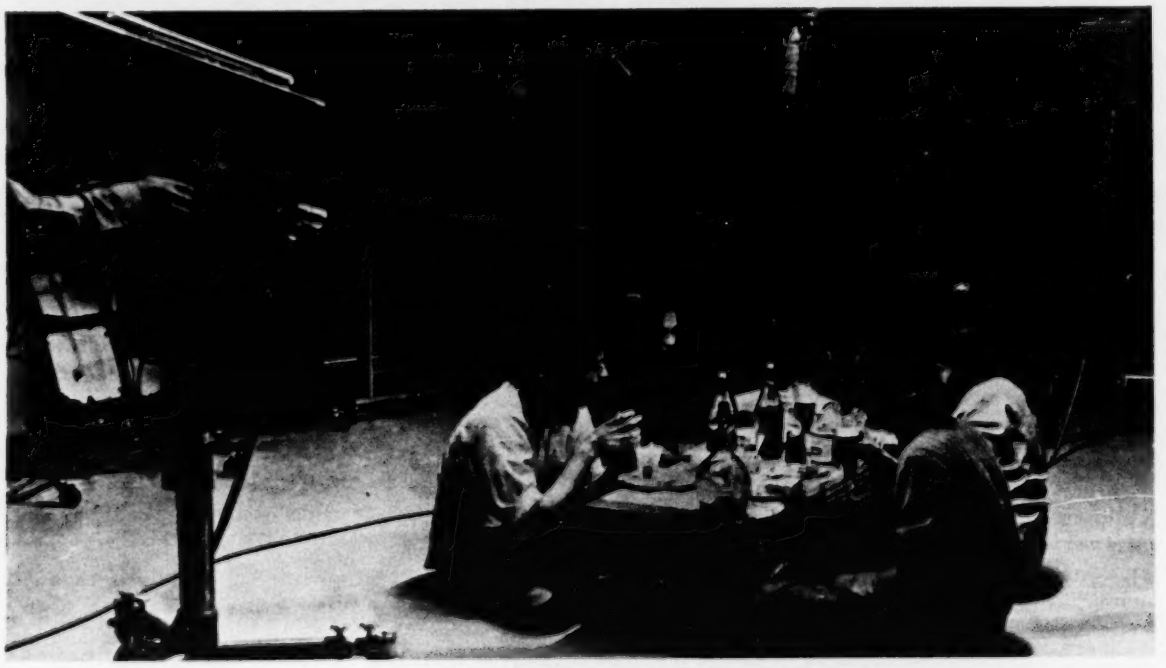
Still a dream but the views of the I.C. and other groups on current issues and on the role of the Inner College in the University should be made available to our student-faculty-administration population. It's success will depend on the quality of the writing and the motivation of its staff. One suggestion is to call it FRESH PRESS and for it to come out monthly.
Staff: Tom Jackson, Len Krimerman, Rick Wozenski, Jon Freedman, Jim White, Matt Bates, and Inner Tooth Collective.
PHOTOGRAPHY:
Jim Hall, of the UConn Art Department, will be teaching a course in creative writing and photography (see literature section). Jim taught this same course last year at M.I.T. in Cambridge. We are now building a dark room in the I.C. trailor so that we can do our own developing.

Richard Benson is a photographer who is willing to work in a number of ways with the I.C. He will work individually with some young photographers and will give workshops in old printing processes such as early silver prints and palladium. He would be willing to discuss such topics as "Why you photograph?" and "Photography and Industry"

He has worked five years as a off-set photographer for the Meriden Gravure in Meriden, Conn. In the fall, Richard's photographs will be hung in the Coccoran Gallery in Washington, D.C. and in the Witkin Gallery in N.Y.C. Next year he will have 24 of his photographs published. If interested call Richard at 203-238-3062 or ask Barbara Wilson for information.
Photo Students: Cathy Cunningham, Michael Dick, Natasha Hertz, Steve Hyde, Joseph Tiernan, Gary Winik.

RESOURCES IN READING:

The Last Supplement to the WHOLE EARTH CATALOG edited by Ken Kesey and Paul Krassner
Expanded Cinema — Gene Youngblood
Elements in Film — Lee R. Bobker
Medium is the Massage/Understanding Media: The Extensions of Man by Marshall McLuhan
The Selling of the President — Joe McGuinness
I am a Verb — Buckminister Fuller
The Information War — Dale Minor
Rolling Stone Magazine —



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ARTS AND CRAFTS

Coordinator: Priscilla Nomura

The following is a listing of courses, resources, and possible projects in which you may be interested. You will find here the means to learn and become skilled in specific crafts, to learn the history of a craft, to discover the mechanics behind certain crafts and their relationships with, and dependence on other disciplines–the importance of chemistry in pottery glazes, for example, and to explore the relationship between crafts and art, the role of technology in crafts, and the opportunities open for craftsmen.

This section just grazes the surface. There are many more resources available than we have listed here. If you want to teach a craft, or if you'd like to learn about a craft not listed, contact Priscilla Nomura or Steve Hennessey through the I.C.

COURSES

Pottery
Priscilla Nomura will offer a pottery course in the Fall and Spring semesters of this year.

Poster-making
Joe Tiernan will be teaching a course in graphics, silk-screening and poster-making in the Experimental College next fall. He's available for those who want posters made and who are willing to buy the materials.

RESOURCES

Glass-blowing
Steve Hennessey (I.C.) studied glassblowing last semester and will teach students the rudiments of the craft. He can also direct you to further resources in this area.

Leather
Steve Hennessey gave a leather course last year (both semesters) and, although he won't be giving the course this year, he is willing to help people learn the basics of leatherwork and will help them on their projects. (He won't have his leather sewing machine with him this year but maybe he can tell you where to find one.)

Paul Polomski (in the Storrs area but not in the I.C.) does leather working for a living. He would be another good expert with whom to get in touch.

The Inner College has a set of leather tools that it purchased last year. They can be used at the trailer any time.

Weaving
Collie Lutinski offered a weaving course in the Experimental College last year. The class built simple looms and learned the basic techniques involved in weaving. Collie also taught a tapestry course and a course for the I.C. on already built looms in her home. She would be able to help people find materials and equipment.

Silk-screening
Sharon Wood and Dave Morse of the I.C. do silk-screening.

Knitting
See Nancy Nero (I.C.) and Sharon Wood (I.C.)

Crocheting
See Sharon Wood or Nancy Nero

Candlemaking
Jeff Perkins offered a candle making course in the Experimental College last year.

Sewing
Anadine Luyster is interested in setting up a sewing commune.

Other
Priscilla Nomura has crafts bibliographies, pottery books, and some other crafts resources (a little weaving, vegetable dying, grave rubbings, etc.)

Last semester Oscar Walters in the art department worked with students in various crafts areas.

Also, Peter Brown of the philosophy department worked with students last semester interested in the relationships between crafts and art.

POSSIBLE PROJECTS

1) Intensive week-end workshops in specific areas (Indian looms, off loom weaving, Raku pottery firing, candle making, macrame, quilt making.) Any of the above people might be helpful in planning these workshops.

2) Organizing a crafts fair. Steve Hennessey did this for the I.C. last year as part of the creative arts and sciences festival and over 40 craftsmen from the New England area displayed and sold their craft work. Priscilla Nomura is interested in doing this in the spring.

3) Setting up a crafts cooperative using cooperative studio space, crafts commune shop. This might be a good project to combine university and outside community people and resources–a good line of communication between the Inner College and the regular college.

4) Technology in Crafts. Is that a contradiction? What makes a craft always a craft despite production methods? What new and wild applications of technology are going on in the crafts? Priscilla Nomura has some leads in this area.

5) Workshops on crafts as therapy or as learning tools–School of Education has some resources in these areas.

6) How to make a living in the crafts. Local crafts people and shops, New Haven, Hartford, and Boston communes and crafts cooperatives would be good resources here. See Steve Hennessey, Rick Wozenski (communes).

7) Wheel building, kiln building, blaze formulation in pottery. See Priscilla Nomura (I.C.)

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MUSIC

Coordinator: Robin Kincaid

Listed below are the music courses offered by the IC this fall, and some musicians who can help you in the specific areas mentioned. The third section is a list of some of those IC students who are into music, and whom you may wish to contact if you are interested in rapping, doing music, or perhaps setting up a workshop.

Please note: there is a very wide range of resources that can be drawn on to furnish technical skills in theory and composition. If you are interested in finding such resources or implementing specific projects, call Rhonda Kincaid of John Nero.

COURSES

Country Music, A History of Its Forms and an Appreciation of Its People – A Word on Expectations–

We intend this to be a very serious, very rigorous course for people who are seriously interested in the music and/or the people who play and listen to it, for the most part the working class white southerner. It will not be simply a sit-and-listen-to-records-and-rap-session, we've been planning it for months, and a great deal of it will be presented in lecture form, with of course plenty of room for discussion. It will not be possible to give full credit to people who don't attend class or complete the requirements. How many classes one can miss is not yet decided, but there will only be one a week, and the course is cumulative, so each lecture is necessary to understanding the next (copious note-taking is advised).

We really suggest that if you're strongly prejudiced against "Hillbillies," "rednecks," or their music, you avoid this course. However, if you dislike the music but have an open mind, or want to know how anyone could possibly like it, welcome. What it all basically comes down to is that you don't have to like country music or people to pass, but you can't pass if you refuse to take the subject seriously.

A Word on Requirements–

Class will meet once a week on Monday nights at 7:30 p.m. The length of the session will be determined later, but we would expect about 2 hours. (Place is not yet chosen.) There are 13 basic lecture topics to be covered; some may run over into 2 periods, others be finished in less than one, but the order is as listed. Each will be accompanied by numerous recorded examples and occasional live performances. (There may be some special sessions held – not required – for visiting musicians.) One text and at least 3 other books are required. We hope to have some films but that's not certain yet. At least one but no more than 2 field trips will be required (don't panic – "field" in this case probably means Boston, not Nashville.) Attendance at a live country music show is essential to understanding the business as it exists today.

Credits will be assigned by evaluation – that is, there will be nothing like exams.

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A Word on Content–

The course has 2 basic aims, which evolved from 2 separate but related experiences. The first aim is to provide a history of country music from pioneer days to the present (concentrating on the 20th century, since it changed but little before that) along with an appreciation of the styles and forms of that history, gained by listening to much hard-to-find material and learning how and why it exists and is performed as it is. This grew out of a desire to enlighten people who tended to think it all sounded alike, or that there was no real art behind it; people whom I think would benefit from understanding and enjoying what is really a great and fulfilling art form.

The second aim is to provide a glimpse of the people who play and listen to country music, past and present, to understand what part the music plays in their lives, and how their lives are responsible for the music. It will be, we hope, a fresh look at what is called "the mind of the south."

The reason for this is twofold. First, it is simply impossible to study the music without the people, and vice-versa. They are responsible for each other. Second, it seems that this group of people is too often generalized, rediculed, and accused, so that they cannot even be spoken of with intelligence. There is a desperate need for information on the white southerner and his culture; all is not as the northern stereo-type makes it out to be. There is no more a typical hillbilly than a typical darky. (As late as the 2nd decade of the 20th century, there were people living in the southern mountains who were not aware of the existence of the Negro race.)

The Books–text: *Country Music, U.S.A.: a Fifty-Year History* – Bill C. Malone–U. of Texas Press, $7.50
Singing Family of the Cumberlands – Jean Ritchie–Oak Publications, $2.50

Blacks, Whites, and Blues – Tony Russell–Stein and Day, $1.95

The Nashville Sound: Bright Lights and Country Music – Paul Hemphill–Simon and Shuster, $5.95, hardback; Pocketbook, $1.25 paperback.

The lecture topics (we can provide you a more detailed tentative syllabus on request)–

1. Civil War, Minstrel-Show, and Music Hall
2. The Old Ballads
3. Traditional Instrumental Music
4. Social Music
5. Religious Music
6. The Radio, Phonograph, and Mail-order Catalog
7. Depression and Prohibition
8. The 40's and 50's
9. Bluegrass
10. Nashville
11. Life-styles of the Performer and Fan
12. The Revival
13. Country-Rock and County-Pop

Please notify us as soon as possible if you are interested in this course, we'd like a count. Robin and Rhonda Kincaid, 429-4786

MUSIC DICTATION

This course was originally a correspondence course from a music school. It consists of 7-8 hours of records covering the fundamentals of music, basic musicianship, ear training, and sight reading. This course also teaches the student how to write down music he hears, and will help improve his sense of pitch and rhythm.

If enough people are interested in this type of course, the IC can obtain others, such as a course in jazz theory and composition.

SPIRITUAL – FOLK AND BLUES BAND

Rona Novis would like to organize what she describes as a "spiritual-folk and blues band" and apply her singing talents to such a group. Call her at 429-7297.

"BREAKAWAY PIANO"

Steve Kirshenbaum, pianist with the rock band BAXTER, will work with people who have technical musical background on the piano and would like to "breakaway" into more improvisational playing.

IC PEOPLE AND INTERESTS

Nancy Nero – violin and recorder
Rona Novis – sings well
Steve Karas – classical guitar
Goose Landon – guitar
Joe Tiernan – guitar and piano
Joe Johnson – plays most woodwinds and drums (in the marching band)
Cathe Emerson – recorder
Rhonda Kincaid – American folk guitar, flute, culture and music

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Humanistic Psychology, Studies of the Individual

Coordinator: Lance Pruyn

Even though it is not a strict discipline, humanistic psychology can be contrasted to traditional academic psychology. Generally speaking, humanistic psychology focuses more on real, existing, whole people than on models, personality "types," or theories. It tends to focus on the here-and-now, rather than on early childhood, heredity, or other "causative" factors. It does away with the "medical model" viewing insanity, for instance, as part of an ongoing process of health rather than as a disease, the absence of which is health. It is a primarily "practical" orientation. Perhaps it can be summed up with the idea that theories should fit people rather than people fit theories.

Some of the more prominent people who have written along these lines are Carl Rogers, Abraham Maslow, R. D. Laing, Frederic S. Perls, Eric Berne, Rollo May, Eric Fromm, and Paul Goodman. Some of the following "cue" words may put one on the right track: Human Potential Movement, Encounter Groups (T-Groups), Esalen, NTL, Growth Centers, Gestalt Therapy, Psycho-ecology, the *I-Ching,* Bob Dylan....

Projects:

Get into an encounter group—The I.C. is offering one (two if demand warrants). CDFR 297 is an encounter group. The Experimental College usually has a couple each semester.

Participate in "The Individual and Society from a Humanistic Perspective"– a seminar I'm offering for the Inner College, Fall semester.

Fall in love with a tree, (consider man's alienation from his environment in this culture!).

Books: (a minimal list to give you a basic idea of what it's all about)

Maslow, *Towards a Psychology of Being*
Laing, *Politics of Experience* and *The Bird of Paradise*
———— *Knots*
Watts, *The Way of Zen*
———— *Nature, Man and Woman*
———— *Psychotherapy East and West*
Perls, *In and Out the Garbage Pail*
———— *Gestalt Therapy Verbatim*
Stevens, *Don't Push the River*
Fromm, *The Sane Society*
———— *Escape from Freedom*
———— *The Art of Loving*
Berne, *The Games People Play*
Shutz, *Joy*

If you have any interest or questions, see Lance – he will be happy to talk to you, and he will help you find people to work with in this area.

COURSES

Human Relations Laboratory

A basic encounter group aimed at helping the individual to develop his awareness of himself and other people, and to become aware of how his behavior affects other people. Participants will be expected to maintain a journal of their experiences in the group. Readings will be suggested, but not required. The group will meet each week for a three hour session and there will be either a 12 hour or 24 hour marathon session. Regular attendance will be required.

The Individual and Contemporary Society From a Humanistic Perspective

A seminar focusing on how the overall patterns of the society affect the individual, both as an individual and as a member of societal subgroups. The course will combine readings, discussion, and experiential learning elements. The psycho-ecology of each participants' social and physical environment will be emphasized. The readings will draw from the literature in humanistic psychology and the "new" approaches to the study of society. The class will meet once a week for three hours. Regular attendance will be required. Each student will be responsible for a project.

"But, Paul, is anybody ever really happy?"

SCIENCE*

SCOPE: Most college science curricula follow a fairly rigid format. Through the Inner College, I pursued a program which differed significantly from the conventional curriculum. Although I am primarily interested in biology, the following discussion applies to other areas of science.

CONVENTIONAL CURRICULUM: Each department, Biological Sciences included, prescribes a course of study for anyone desiring a degree through that department. Successful completion of required courses, along with a certain number of "electives," will earn for the student his degree.

PROBLEMS: Although the importance of the content of the required courses certainly cannot be disputed, even the conscientious student may fail to see the relevance of the material to his interests. The scope of an introductory course is such that nothing is really studied in detail, and this alone can be very frustrating to the student who wants to become knowledgable in one particular field. In addition, original research is seldom begun before the senior year, which means that the student may emerge from his four years of college ignorant of how to approach original scientific problems or interpret original scientific data. This does not represent a significant handicap to the student wishing just a B.S. degree, but to the student who desires to continue his scientific studies, it can be a serious drawback.

ALTERNATIVE CURRICULUM: The student exposes himself to original problemsolving in the laboratory by participating in an independent project, preferably with the advice and help of a competent researcher. There are no grades or required courses. The laboratory work will create needs for new knowledge, needs which can generally be satisfied by the formulation of a self-prescribed curriculum. The importance of each new concept the student exposes himself to will be apparent because he will have decided that a subject is worth knowing *before* he studies it. Thus, the reward for studying is increased competence in a particular discipline rather than a high grade.

PROBLEMS: The most obvious problem is finding someone with the time, patience, and lab space to take a student on. Before any search for such a person is attempted, however, the student should consider the price he pays for an open curriculum. First, because the student proceeds at his own pace, the time required for matriculation may exceed four years. This, of course depends upon the individual student's motivation and attitude while in the program, but it might be wise beforehand for the student to question his own motivation and then weigh the potential drawbacks against the potential gains.

Secondly, because the student constructs his own curriculum, he must be intimately aware of what his needs are and how his curriculum is fulfilling those needs. Thus, the student must constantly re-evaluate his needs, decide if they have changed, and then decide how those changes relate to his program.

CONCLUSIONS: In the end, I see three basic differences between the conventional and alternative curricula described. First, independent laboratory work is begun at the outset of college rather than at the end. This helps the student to get a rational perspective on his discipline and decide for himself what is worth knowing. Secondly, the student accepts full responsibility for his education and the directions that it takes, since he makes all decisions concerning it. Finally, learning becomes active rather than passive. After the student decides that a subject is worth knowing, he decides what is the best way for *him* to learn that subject. For example in some cases, private tutorials may supplement courses or completely replace them.

PERSONAL EXPERIENCE: The alternative curriculum I described is pretty much identical to the one I set up this past semester. I worked in a lab with a researcher who is investigating parathyroid hormone metabolism. In addition, this work was supplemented by a tutorial in calculus and an organic chemistry course (Chem. 243), which I audited. My laboratory experience prior to last semester was rudimentary, encompassing just basic quantitative analysis (Chemistry 127 & 128). Therefore, lack of experience need not keep the interested student from attempting a program like this.

RESOURCES: We are in the process of compiling a list of resource people, but it is not complete yet. In the meantime, feel free to contact me through the I.C. office.

Mark Boehnert, 429-3311, Ext. 1126 or 1471

PARAPSYCHOLOGY

Coordinator: Nancy Nero

"...for the last two decades scientists probing with electrodes have learned a great deal about the human brain. The brain gives off measurable energy and discrete wave patterns disclosed by the oscillograph. Specific, repetitive dreams have been identified by these wave patterns. The neurological and physiological explorers do not find it extravagant to speculate that we may learn that what humanity has thus far spoken of mystifiedly as telepathy, science will have discovered, within decades, to be ultra-high frequency electro-magnetic wave propagations."—R. Buckminister Fuller

"Hence astrology: the measure of Cycle in terms of man and his evolution, his relationship to environment and his aspirations. With the tools of my trade, the ephemerides, tables of houses, log tables and aspect gauges, it is possible to trace the individual relationship to environment, and the racial evolution itself in terms of Cycle. With a combination of educated guesswork and intuition, the astrologer may provide some meaningful remarks upon the human condition. Astrology is perhaps the only living hieratic language to survive the 'civilization' of man." – from an article called ASTROLOGY by Jim Shere in *Natural Life Styles*

COURSES

1) Introduction to Parapsychology

This course will involve readings and experimentation in the field of Parapsychology. Discussions will cover the experiments being done today both in the United States and the USSR, and the positive and negative aspects of these experiments. Outside speakers will be invited to lecture to the group. Limited to 20-25 people. Interested people should call Cattie Emerson at the I.C. Trailer (ext. 1126)

2) Development of Psychic Abilities

"Everybody has psychic abilities, but most of the time we are unaware of them. The Psychic Force lies dormant or is blocked, making telepathy or PK a rarity. To cause psychic powers to work we need something to evoke them or reinforce them. If we assume human or other living things give off certain energy, then we might be able to accumulate it. If we can have work carried out by the energy, ESP needn't be a rarity. It could work all the time under any conditions." from PSYCHIC DISCOVERIES BEHIND THE IRON CURTAIN by Sheila Ostrander and Lynn Schroaeder.

A course will be given in the fall semester on personal development of psychic abilities. It will include research on various aspects of psychic phenomena and a formulation of possible theories to explain the phenomena. See David Davis (I.C.)

Readings:

Meditation in Action by Shogyam Trungpa (Shambala Publications, 2940 7th St. Berkeley, Cal.) (from *Big Rock Candy Mountain)*
International Journal of Clinical and Experimental Hypnosis

Journal for the Study of Consciousness, Philadelphia, Pa., Foundation for the Study of Consciousness

The Psychology and Psysiology of Meditation and Related Phenomena –a bibliography by Timmons and Kamaja
Ways of Growth by Otto and Mann
Journal of Transpersonal Psychology, PO Box 4437, Stanford, Cal.

Unknown but Known by Arthur Ford
Unifying Principles of the Mind by E. J. Bartek
Death and After by Annie Besant
Worlds in Collision by Immanuel Velikovsky
ESP by Susy Smith
Intelligent Life in the Universe by I. S. Shkolvskii and Carl Sagan
Psychic Phenomena by Bradley and Bradley
The Human Aura by Swami Panchadasi
Mental Influence by William Walker Atkinson
Clairvoyance and Occult Powers by Swami Panchadasi
Practical Mind Reading by William Walker Atkinson
Mysticism East and West by Otto
Practical Psychometry by Alexr. Verner—founder of British Psychological Institute
A Rumor of Angels by Peter L. Berger (about modern society and the rediscovery of the supernatural)
Challenge of Psychical Research by Gardner Murphy
Edgar Cayce the Sleeping Prophet by Jess Stearn
Astrology: Your Place in the Sun by Evangeline Adams
The Mind of a Mnemonist by A. R. Luria

from the WHOLE EARTH CATALOG–

Star Maker by Olaf Stapledon
Intelligent Life in the Universe by I. S. Shklowski and Carl Sagan
Morgan's Tarot (from Morgan's Tarot, Boulder Creek. Ca; 95006)
Dream Psychology and the New Biology of Dreaming by Milton Kramer, M.D.
Thought Forms by Annie Besant and C. W. Leadbeater
Psychology Today: An Introduction from CRM Books, Del Mar., Ga.
Psychological Exercises and Essays by A. R. Orage
Centering by M. C. Richards
Man's Presumptuous Brain by A.T.W. Simeons, M.D.
Lucis Trust Library—a library of magical books (free catalog from The Lucis Trust Library, 866 United Nations Plaza Suite 566-567, New York, N.Y.)

The Teachings of Don Juan: A Yaqui Way of Knowledge by Carlos Casteneda
Altered States of Consciousness by Charles Tart, ed.
Meditation in Action by Chogyam Trungpa
Toward a General Theory of the Paranormal by Lawrence Le Shan
I Ching Translated by Richard Wilhelm, Gary F. Baynes

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HISTORY

(1) In a sense, this course is about a quote from Paul Goodman:

> "There is no other way for us to grow up to be free citizens, to commence, except by discovery, in an earnest moment, that some portion of the objective culture is after all natively our own; it is usable by us; it is humane, comprehensible and practicable, and it communicates with everything else. The discovery flashes with spirit."

Thus, we begin with a course given by Rick Wozenski and Joe Pendleton in conjunction with Len Krimerman's Philosophy 217 course. It's called A History of the Movement: 1956 and on.... It will be based on a book by Mitchell Goodman entitled, *The Movement Toward a New America.* We'll have discussions about various sections of the book and such subjects as:

Learning—this section will include studies of education and be primarily concerned with alternative education. We may visit free schools in New England.

Black Liberation—discussion of racism, self-defense, bases of black oppression.

The Counterculture—discussion of the fact that the counterculture, black culture, Indian culture, Appalachian culture, youth culture, is making history—and has a historical tradition to aid it. Fredrick Douglass, John Brown, Geronomo, Woody Guthrie, Malcolm X, Jimi Hendrix, and thousands of others have a lot to tell us through words, films, and music.

Women's Liberation—how women are oppressed through marriage, male chauvinism, sexism, etc., and what can be done to stop this oppression.

Media—discussion of the use of media in the United States and inter-disciplinary studies with the media people in the Inner College.

Other topics will be discussed according to what the people in this course want.

Suggested readings include;

The Making of a Counter Culture – Theodore Roszak
Autobiography of Malcolm X – Malcolm X
The Black Panthers – Gene Marine
Compulsory Mis-education and The Community of Scholars – Paul Goodman
The Dialectics of Sex – Shulamith Firestone
Sexual Politics – Kate Millet
The Second *Sex* – Simone de Beauvoir
Revolution for the Hell of It and Steal This Book – Abbie Hoffman
Patterns of Anarchy – Len Krimerman
Culture Out Of Anarchy – Judson Jerome

Suggested viewing:

Throughout the semester we should have films which are relevant to the course and we may even video-tape a discussion or two...

(2) A Seminar on Radicalism in American History

This is taken straight from the Radical Education Project Study Guide No. 5 by Ken Walzer and Dennis Gregg. They feel that Americans have been led to believe that there has always been "broad and deep agreement" on issues, which the authors contend is not the case. They feel that these issues have, in fact, caused fundamental splits among Americans. To examine the side of the split that they feel we do not hear much of, they have set up ten areas by which to explore the nature of American Radicalism. We will meet once a week to examine each of these areas. For each of the areas we will do 100 pages of reading which will be placed on reserve in the library. The areas are:

1) The Abolitionists
2) Pre-Civil War Labor Movements
3) The Nature of the Working Class
4) Post-Civil War Labor Movements
5) The Populists
6) The Socialist Party and the I.W.W.
7) Labor; Progressivism; and Political Capitalism 1900-1928
8) The Depression, The New Deal, and Industrial Unionism (this topic will be covered in two weeks)
9) The Old Left
10) America and the Ideology of Anti-Communism

We will try to cover one of these areas each week. Resource people: Joe Pendleton and Chris Porto. Limited to about eight people.

(3) "Between 1919 and 1920, the Attorney General rounded up and arrested thousands of foreigners because so many Americans had become afraid. Some foreigners were sent out of the country for reasons that would be very hard for people to defend." (The Free and the Brave, by Henry Graff, 1970). In Mr. Graff's public school text we see how younger students get exposed to the Palmer Raids. Perhaps we should examine the ramifications of history as taught in public schools. See Joe Pendleton if you're interested in this.

4) **The War**

Well, yes, we are all tired of talking about it but people in Vietnam are dying as surely as ever. A history of the War, and onto the important questions—are we winding down the war or merely changing to fighting it with less human and more technical means? Also, if we do get out of this one, are we doomed to fight more like it? Again, see Joe, or Rick Wozenski.

5) **Draft Counselling** – on an individual basis. Potential CO's contact Dick Bennett through the I.C. 429-3311, ext. 1126.

6) There is a UConn Defense Fund for students who get into legal hassles here. Working on this would involve raising money and helping students to obtain legal aid. See Gary Winik -429-3311,ext. 1126.

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MEN MUST BE FREE
TO LEARN IF THEY
ARE TO LEARN TO
BE FREE.
Children's Community
School (NYC)

Education Revisited

THE DIFFICULT THING
IN EDUCATION IS TO
GET EXPERIENCE FROM
AN IDEA.
G. Santayana

Coordinator, Len Krimerman

One distinctive mark of IC people is the (sometimes vast) distance between their pre- and post-university conceptions of and attitudes towards education – that is, how they eventually come to feel and think about its aims, its possibilities, its place in their lives and in the reconstruction of American society. Our growing belief is that education can be reclaimed, that it can initiate life-spawning and profound transformations within us all and through us in the vast tottering armada of misdirected institutions. Because of this belief, we have more and more become *allies* for each other in a common struggle, not merely useful colleagues or close friends. And this in turn has further refined what we want from, and what we try to make of, education.

SUBAREAS AND RESOURCES

I. THEORETICAL DIMENSIONS OF EDUCATION (in particular, of "open," "experiential," "participatory," "learner-centered" education): e.g., the nature and forms of (human) learning; distinctively human and intra-human powers and how these are (best) developed; how kids and adults think and develop; ideal gedanke-models of how education might and should be arranged, of the optimum teacher-student relationship, etc.
IC RESOURCES: Len, Lance, Priscilla, Dick Goodwillie, Shifty Sides, Carol Banford, John Mauceri, Barby, Nancy, John N., Bou.
OC RESOURCES: Bryan Michener (Anth.), Vince Rogers (Ed.), Pam Wheeler (CD), Larry Koss (CD), Colvin Ross (Ed), Frank Stone (Ed.), John Leach (Ed.), Gordon Morrill (Ed.), Eleanore Luckey (CD), Larry Lang (CD), P. Pritzkau (Ed.), Terry Halwes (Psych.), Leon Richelle (IMS), N. Knobler (Art), Norm Chance (Anth.), Arthur Chovnick (Bio.), Don Wetherell (Bio.), Harry Marks (His.), Don Mosher (Psy.), Marshall Walker (Phy.), Steve McGrade (Phil.), Gib Nass (CD).
OFF-CAMPUS RESOURCES: R. Brumbaugh (Yale), J. Bruner (Harvard), U. Bronfenbrenner (Cornell), G. Dennison (Temple, Me.), John Holt (Boston), D.B. Gowin (Cornell), I. Scheffler (Harvard), M. Scriven (U. Cal. & Harvard). See also pages 18-37 of *THE OPEN EDUCATION OF EDUCATORS: An Experimental Proposal,* for additional resources and bibliographies.

II. EVALUATION OF EDUCATIONAL PROGRAMS AND EXPERIMENTS: what is worth learning, and how to tell when someone has/hasn't learned it. (The "someone" might be ourselves.)
IC RESOURCES: Kurt, Janet, Barby, Priscilla, Ron M., Len, Rick, Joe P., Reggie, Dick Goodwillie, Bou, John N.
OC RESOURCES: Dieter Paulus (Ed.), W. Kaess (Psy.), Bryan M., (Antho.) Al Cohen (Soc.), John Flynn (Ed.)
OFF-CAMPUS RESOURCES: Brian Heath (Cov.). See also off-campus resources for subarea I above.

III. OPEN EDUCATION FIELD WORK: interning in public and free schools, learning centers, street academies, school buses, parkway projects; you name it, we'll locate it. (This includes working to build the IC or the Experimental College.)
IC RESOURCES: Bob S., Sharon, Cattie, Bou, Joycee, Len, Barby, John N., John M., Wayne, Reggie, Deborah, Rick, Kurt, Joan Hall, Rhonda, Carol Banford, Chrisy, Connie D.
OC RESOURCES: Vince R., Bryan M., Tom Weinland (Ed.), Joe Grant (Ed.), Chris Laconte (Ed.), Ron Laconte (Ed.), Steve Owen (Ed.), D. Prothero (Ed.), J.W. Brupacher (Ed.), Steve Owen (Ed.), Jack McGarvey (Ed.), Jack Chinsky (Psy.), Alex Dupuy (Anth.), Norm Chance (Anth.), Barbara Goodwillie, Yagna Zahl, Mike Wogan (Psych.), Pam Wheeler.
OFF-CAMPUS RESOURCES: *Rasperry Exercises* (a free school book), New Schools Exchange Newsletter, FUNE Catalog, Gene Gordon (ECSC, Day Care Center), Meg Robertson (Meadowbrook School, Tolland), Anne-Mae Schafer (Stafford Springs Alternative), Pete Richmond (Children's School, Manchester), Dave Morse (Norwich), Bob Guidetta, Jean Lonegan, Herb Herskovitz (E.O. Smith), Madge Manfred (Norwich Community College), Dave Fearon (Noble School, Willimantic). see also off-campus resources for subarea I above.
above.

IV. CROSS-CULTURAL STUDIES OF EDUCATION: how education is thought of, is arranged, and functions outside of middle America; descriptive and evaluative inquiries.

IC RESOURCES: Reggie, Joe F., Joe Carey, Connie, Kurt, Barby.
OC RESOURCES: Bryan M., Joe Grant, Jim Lyons (Afro-American Center), Ken Hale (Men's Affairs). Norm Chance, Alex Dupuy, Fernando Milan (Admissions), Julie Neufeld (Anth.), Frank Stone (Ed.), John Leach (Ed.), Floyd Bass (Center for Black Studies), Jack Allen (Community House), Mike Wogan (Urban Sem.), Dave Ivry and John Norman (CONNPEP).
OFF-CAMPUS RESOURCES: Sassi Prep (Springfield), High School in the City (New Haven), Alternative Urban Schools Program (UMass), Bank Street College (NYC), see also *THE OPEN EDUCATION OF EDUCATORS*, pages 18-37.

V. THE (POSSIBLY) SPECIAL CASE OF SPECIAL EDUCATION: fieldwork and seminars on education for the handicapped, retarded, delinquent, addicted, gifted, disturbed—for most of us, in short
IC RESOURCES: Nancy, Barb. S., Janet, Rich. Pelletier (Waterbury), Kurt, Shifty (Drug Ed.), Lance (Drug Ed.), John Mauceri, Dick Goodwillie.
OC RESOURCES: A.J. Pappinikou, (Ed.), D.W. Protheroe, Colt Denfeld (Soc.), Terry Halwes, Jack Chinsky, S. Witryol (Psych.).
OFF-CAMPUS RESOURCES: Brian Heath (Drug Ed.), Bill Sides (Drug Ed.), Dr. M. Glasser (Willimantic Drug Ed.). see Nancy and project listing for this subarea.

VI. INNOVATION IN HIGHER EDUCATION: Experimental Colleges, Free Universities, Cluster Colleges, Third World Colleges; multi-discipline, non-discipline; new forms of learning, new curricula, new media; alternatives in teacher education.
IC RESOURCES: John N., Reggie, Len, Steve W., Joe T., Priscilla, Jim Hall, Mark, Rick, Joe P., Nancy, Ron M., Dick Goodwillie.
OC RESOURCES: Gordon Morrill, Leon Richelle, Norm Chance, Larry Koss, Larry Lang, Galvin Gall (Gulley Hall), Joy Roth (Bio.), Don Wetherell, Tom Terry (Bio.), Al Kapular (Bio.), Dick Akeroyd (Lib.), Robert Lougee (Dean, LAS), Colt Denfeld, Ken Ring (Psych.), Vince

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Rogers, Tim Weinland, Ron Laconte, Frank Stone, Eleanore Luckey, Mike Collins and Pat Burke (Experimental College), Bryan M., Virginia Birdsall, David McKain, and R. Wolkowski (Avery Point Branch), Milton Stern (Eng.), T. Wilcox (Eng.), Norm Stevens (Lib.), T. Malone (Dean, Grad. School), Hugh Clark (Grad, School), Bob Kantor (Soc.), Don Mosher, Harry Marks (His.), Bob Bard (Law).
OFF-CAMPUS RESOURCES: Brian Heath, Calvin Hicks (Goddard Third World Project, Howard Koonce (Colby College), New College, Hofstra; David Crandall (Network of Innovative Schools, UMass); more on this from Len and in the proposal *THE OPEN EDUCATION OF EDUCATORS,* pp. 29-37.

VII. THE (HUMANIZING AND DEHUMANIZING) FUNCTIONS OF EDUCATION: for the individual, for other institutions, for the quality of life; e.g., is education primarily a socializer or a liberator; is it shaped by or does it more often shape extra-educational norms and priorities?
IC RESOURCES: Joe, Rick, Barby, Len, Dick Goodwillie
OC RESOURCES: Bryan M., Norm Chance, Julie Neufeld, Alex Dupuy (see also OC resources for subareas I, III, and IV).
OFF-CAMPUS RESOURCES: see off campus resources for subareas I, II, & IV.

VIII. INNER-OUTER SYMBIOSIS: cooperative and mutually-enhancing projects between UConn's inner and outer world, e.g., team-teaching, joint workshops (with Don Wetherell/Scott Lehmann on population & ecology?), co-initiating experimental projects, media utilization and development.
IC RESOURCES: Rufus Blanshard, Joan Hall, Jim Hall, Bou, Goose, Steve H., Len, Joe P., Rick, Sharon, Reggie, Joe T., Mike D., Bill P., Janet, Barby, Rhonda, Dick Goodwillie.
OC RESOURCES: Leon Richelle, Carlos Stern (Ag.), Arthur Chovnick, Galvin Gall, Bill Orr, Dean Lougee, Dean Cookson, Don Wetherell, Colt Denfeld, Jim Lyons, Lawrence Parrish (Council on Human Rights & Opportunities), Bob Bard (Law School), Petter Juel-Larson (Music), Oscar Walters (Art), Valerie Schor (Art), Wayne Shannon, Bill Cobb (Phil.), W. P. Snavely (Eco.), G. W. Sazama (Eco.), Steve Welch (Eco.), Tom Terry, Al Kapular, Larry Lang, Vince Rogers – see also OC resources for subareas listed above.
OFF-CAMPUS RESOURCES: N/A.

SUBAREA PROJECTS:

I. THEORETICAL DIMENSIONS:
(A) Len wants to read and discuss a small number of existential-humanistic thinkers, looking at each to uncover their most central and powerful ideas on man's condition, his mode of learning, how best he develops what is best within him, etc. Readings: Freire's *Pedagogy Of The Oppressed;* Buber's *I and Thou, Between Man And Man, Knowledge Of Man;* Maslow's *Towards A Psychology Of Being.* Maybe some Wilheim Reich, Carl Rogers. Papers will be assigned and the class will critique them. One possible unifying theme: Given Freire's perspective (or whoever), what concrete educational arrangements would he favor? What would he think of the Inner College, as presently functioning?

(B) See also offerings in "Humanistic Psychology" area, Lance Pruyne coordinator.

II. EVALUATION OF EDUCATION:
(A) Barbara, Janet, and Priscilla are working on a case-study evaluation of the program and individuals within it. They can use all the help you can give them.

(B) Ron Matous and Priscilla have been gathering and categorizing material on evaluation sent to us by numerous educational experiments. Their findings are to be supplemented by the results of face-to-face interviews conducted this summer by ICers at other innovative programs like our own. The point is to find out how best to evaluate ourselves: what ideals to aim at, and how to measure our success at achieving them. See Ron and Priscilla (ext. 1593, 1723) if this is your cup of tea, i.e., if you want to help select and/or create ways of evaluating the IC. NOTE: this project might involve travel to other nearby experimental projects. It might also involve library research into how educational programs are typically evaluated.

III. OPEN EDUCATION FIELD WORK:
(A) Clearing Rick's House, or rather Rick's Clearing House of Educational Alternatives: little did you know, but Rick has been gathering data on established and almost-established free schools in the Northeast and will soon be consolidating a regional map of alternatives of all sorts: educational, communal, vocational, economic (food co-ops) and more. He'll be travelling from one alternative to another, getting back to the origins and he can use plenty of help in that activity and in collecting and dispersing the information on "resources/needs" of alternatives.

(B) Field-work in free schools: one is starting this September in Stafford Springs. Call Len, or better, Anne-Mae Schafer, 684-2605. Others exist in Torrington, Simsbury, Manchester (2 of them). Either Len or John N. can help with connections. See also Bob Savage for an inside account of The Childrens School, Manchester.

(C) UConn. Open Education Project: free schools and other reinforcing alternatives are becoming better known, and their potential (creating a less regimented, more imaginative and autonomous populace) more fully recognized. To support them, a student organization might be started, under ASG regulations, e.g., a Student Summerhill Society. For other ideas of this sort, see Sharon W. The student organization could show a series of alternative education films (there are dozens), and help develop and support existing or new types of learning places in the Storrs-Willimantic-Stafford area.

(D) Pre-schoolers intrigue you?? Give Joycee Kennedy a call in Weston, Conn.: she's just completed starting an integrated preschool for kids 2? -5. (Try also, Gene Gordon in Willimantic.) (And our own Joan Hall too.)

(E) Open Classrooms are accessible in the public schools, e.g., at E.O. Smith (see Bou about this, or go directly to Bob Guidetta, Jean Lonegan, or Herb Hershovitz); Ron and Chris Laconte in our School of Education can probably help here as can Vince Rogers. Barbara Goodwillie may need support in her creative dramatics tour of the public schools in this area.

(F) Open Education Field Work in Higher Ed.: the delicate task of structuring an unstructured program, of leading people to reject leaders; of directing what is non-directive. Getting the Inner College and/or Experimental College more together, imagine the synenergy (Fuller) which would result from the two of them getting it together together. To help with coordination in the IC, see Joan Hall. To assist the Experi-

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mental College, phone Mike Collins (Joe Tiernan can help you find him.)

(G) See Alex Dupuy (429-0852) for a project combining anthropology, education, and social change and based on the work of the Brazilian educational revolutionary, Paulo Freire.

(H) Madge Manfred who teaches at Norwich and New London Community Colleges writes us: "I will be teaching a few sections of composition and a few of speech in the fall...and would be interested in having students from the Inner College work with me in whatever capacity is mutually agreeable." You can reach her at 423-8683, or RR 2, Box 19, Mansfield Center, Conn.

IV. CROSS-CULTURAL STUDIES:

(A) Bryan Michener is this summer completing work on the effects of American-style education on Indians. He'd be delighted to work with people on this topic, or on others comparing and contrasting styles and functions of education. I think he is offering an educational anthropology course and a course on American Indians, and may be able to use student interns to team-teach.

(B) Barby can supervise people in this domain and may be willing to help put together a seminar on it.

V. SPECIAL EDUCATION:

(A) Opportunities for field-work exist at (i) Mansfield Training School (M.P.U., residential care, toilet-training project, adolescent counseling, volunteer program, teacher-aid, play therapy): people to check with there are Phil Morse, Mike Follman, Dick X., Tony Cuvo;
(ii) Norwich State Hospital
(iii) Connecticut Valley Hospital (check with Janet on this)
(iv) Children's Village
(v) Southbury S. Hospital: Mrs. Pomroy, Mr. Cavallaro, Robert Rogan, Mike Belmont.
(vi) Elmhill, in Plainfield, Vt. : Al Soule.
(vii) The Walker School in Boston.
To get initiated into, and connected with, these projects, see Nancy Nero, 429-6752, our special girl.

(B) Nancy would be delighted to participate with others involved in this field in an application-centered seminar; possible topics include, (i) what is the cause of exceptional behavior (is it a disease?); (ii) do we really want to change these individuals and if so, why, and in what ways?; (iii) behavioristic vs. humanistic approaches, contrasts and comparisons, merits and defects; (iv) a comprehensive look at all of the techniques used in this field.

(C) Call Brian Heath (742-9311) or M. Glasser (456-0308) for possible projects in drug education/rehabilitation in Willimantic. (Lance knows a good bit about their work with heroin addicts.) And of course Bill Sides at Valiance House, Norwich State Hospital or 742-9643.

VI. HIGHER EDUCATION INNOVATION:

(A) **Open Education for Educators.** Len, Cattie, Sharon, Bryan Michener, Vince Rogers, and others will be working to plan out and establish (*with* the approval of the School of Education at UConn) an experimental program in teacher education, one that will greatly increase student responsibility, prepare future teachers for open classrooms and free schools, contain cross-cultural perspectives on education, etc. We know that Bob Savage is going to join us, and others are very much welcome. The project will involve trips to, or examinations of, other experimental and participant-shaped teacher-training programs, e.g., at Goddard, UMass, Bank Street (NYC). Contact any of the above resources.

(B) **Towards a "Cluster College" at UConn.** This project aims at examining the wide variety of residential, multi-disciplinary, integrated learning (thematic), flexibly-structured innovations in higher education; and at determining whether any of them actually work, and would benefit the UConn community. Judson Jerome's *Culture From Anarchy* will be read, along with materials from the living/learning colleges at Michigan State, SUNY at Buffalo, Colby College, and the cluster colleges at San Diego and Santa Cruz. See Len for the proposal which sets out the idea of a participatory cluster college and for more details. The group will most probably co-ordinate with a similar planning group at the Avery Point branch, and their conception of a living/learning cluster college is also available from Len.

(C) **INCAPS:** Inner College Alternative Pamphlets. A series of articles arising from learner-initiated inquiry, on topics felt to be of human importance. We would like to put out at least one a month, and editors as well as writers are needed. At present, a paper on Ecology and some applications thereof to UConn, and an account of the Berkeley and Midpenisula Free U's are potential contributions. Rick and Len are co-ordinating this project: see them if you have an article or want to help gather or edit material.

(D) **New Directions in Law Education?** Call Bob Bard, at UConn Law School, 523-4841.

VII. THE FUNCTION OF EDUCATION:

(A) This topic will be focused on, to some extent, by Rick and Joe's course on the contemporary Movement: see History and Society.

(B) Bryan Michener knows more about this than anyone else we know of.

VIII. INNER-OUTER SYMBIOSIS.

(A) All of the profs working with the program (Rufus Blanshard, Joan Hall, Len Krimerman) and most of our supervisory committee (Dieter Paulus, Arthur Chovnick, Anita Furshpan, Al Cohen, Jerry Shaffer) and many, many more (Colt Denfeld, Steve Welsh, etc., see previous page) would most probably enjoy teaching interns in the outer college courses. E.g., Len's Social and Political Philosophy, Rufus' Freshman English. For more information, call the prof directly or Len at 1150, 1126.

(B) Ecology/Pollution/Overpopulation: try Don Wetherell, ext. 1426, Scott Lehmann, ext. 1162, Carlos Stern (228-9947).

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FANTASTIC LITERATURE

Coordinator: Robin Kincaid

COURSES

Journal Writing
Cattie Emerson was a member of the journal class last fall in which people compared and discussed their own journals and did intensive research into the published journals of other people. She would like to do it again if enough people are interested. If interest is limited, alternatives to a full course might be possible – i.e. a weekend comparing journals for which resource people could be brought in.

Poetry Workshop
Ron Matous would like to form a poetry workshop with anyone who is interested. Call extension 1593 for further information.

Fantastic Literature

beyond the dandelion and the day
beneath the moon and earth
outside the real and within
persons exist/be in life/death/light
more than fairy tale or poppy dream
reality but a seeming
horrors from beyond the beyond
and people from next door
strange thoughts defining action
which is ours yet not
but is

by Sharon Wood, who will be offering a Fantastic Literature course. Focus not only on fantasy/wizards/speculative fiction/science fiction and reading different works in each aspect of the field, but on the broader implications of fantastic literature and the impetus behind this genre.

Booklist:
The Beast That Shouted Love at the Heart of the World by Harlan Ellison
Dandelion Wine by Ray Bradbury
Stranger in a Strange Land by Robert Heinlein
Dune by Frank Herbert
Rite of Passage by Alexi Panshin
Color Out of Space by H. P. Lovecraft
Voyage to Arctasas by David Lindsay
Foundation by Issac Asimov
Jagged Orbit by John Brunner
The King of England's Daughter by Lord Dunsany
Dangerous Visions by Harlan Ellison (ed.)
Childhood's End by Arthur C. Clark

Creative Writing
Jagna Zahl (writer and producer of puppet plays) is offering this course for students interested in writing plays, stories, poetry, and/or essays. The course will consist primarily of discussing and criticizing each other's work, with some discussion of general principles of writing. Call 429-1509.

Metaphor and Liberation
A course aimed at discussing metaphor and imagination, exploring questions such as: what kind of knowing does the poet exemplify, what kinds of liberation does metaphor facilitate. See Len Krimerman.

Humor once again, see Len Krimerman

Photography and Creative Writing
A mixed media course offered by Jim Hall (Art Dept.) who is both a photographer and a novelist. It will be an attempt to integrate the two media. Please note: you don't have to be into both areas yourself—collaborations between a writer and photographer are possible.

Team-teaching
Rufus Blanshard (English Dept.) will continue last semester's experiments in team teaching English 109 with the aid of three students. Rufus already has three students to work with him but if you're interested, see Robin. By the time you read this, we hope to have several more English professors working with us in this way.

Teaching at a Community College
Madge Manfred (English) is giving two courses in a community college near Norwich: Composition, and Speech (Communications). She is interested in having students work with her at the community college, which she feels offers a unique teaching experience. The diversity of the students, the Ph.D. profs unhappy to be at a Community College, the changing (hopefully) image of the community college all contribute to a different teaching and learning environment.

Thesaurus Studies
A course designed to assist students in expressing themselves on anyone's level. To increase vocabulary and stimulate creative writing, speaking, and confidence. A two semester course. Limit: five creative students who don't mind being bored for a year.
Texts—"The New Roget's Thesaurus in Dictionary Form"; Norman Lewis, Editor. All regular University texts. Call Reggie Beamon.

Poetry Anthology
Steve Weiss is compiling a poetry anthology. As far as we know he doesn't need any help, but we thought you'd like to hear about it anyway.

Theatre
John Long would like to get together with anyone interested in theatre to form a theatre workshop. The group would work up and work out plays, improvisations, etc., according to the group's desires. John has spent a great deal of time doing theatre in prisons, working with small groups of inmates on improvisation and other theatre forms.

RESOURCE PEOPLE

Fantastic Literature
Robin Kincaid, who taught the subject for both semesters last year, is willing to speak with and try to give ideas to anyone who's interested in fantasy, science fiction, or other areas of pop literature. He can't do any full-time projects but would be able to confer, as it were. Fu Manchu forever!

Jorges Luis Borges
Joe Pendleton will work with anyone who is interested in the work of Jorges Luis Borges.

Children's Literature
Francelia Butler, and Joe Cary (English) can provide numerous resources in this area.

Creative Writing
Tom Wilson (English Dept.) will consider doing work with a limited number of individuals if their ideas interest him. (Poetry is not his bag, fiction is.)

Jim Hall (Art Dept.) who will also teach a course in mixed-media (specifically: writing and photography) is making himself available to work with people on poetry, journals, fiction (Jim is a novelist).

Jagna Zahl is giving a course in creative writing (see courses)

Puppet Plays and Puppet Making
Jagna Zahl will talk with students interested in puppet plays and puppet making and can direct them to many resources in this area.

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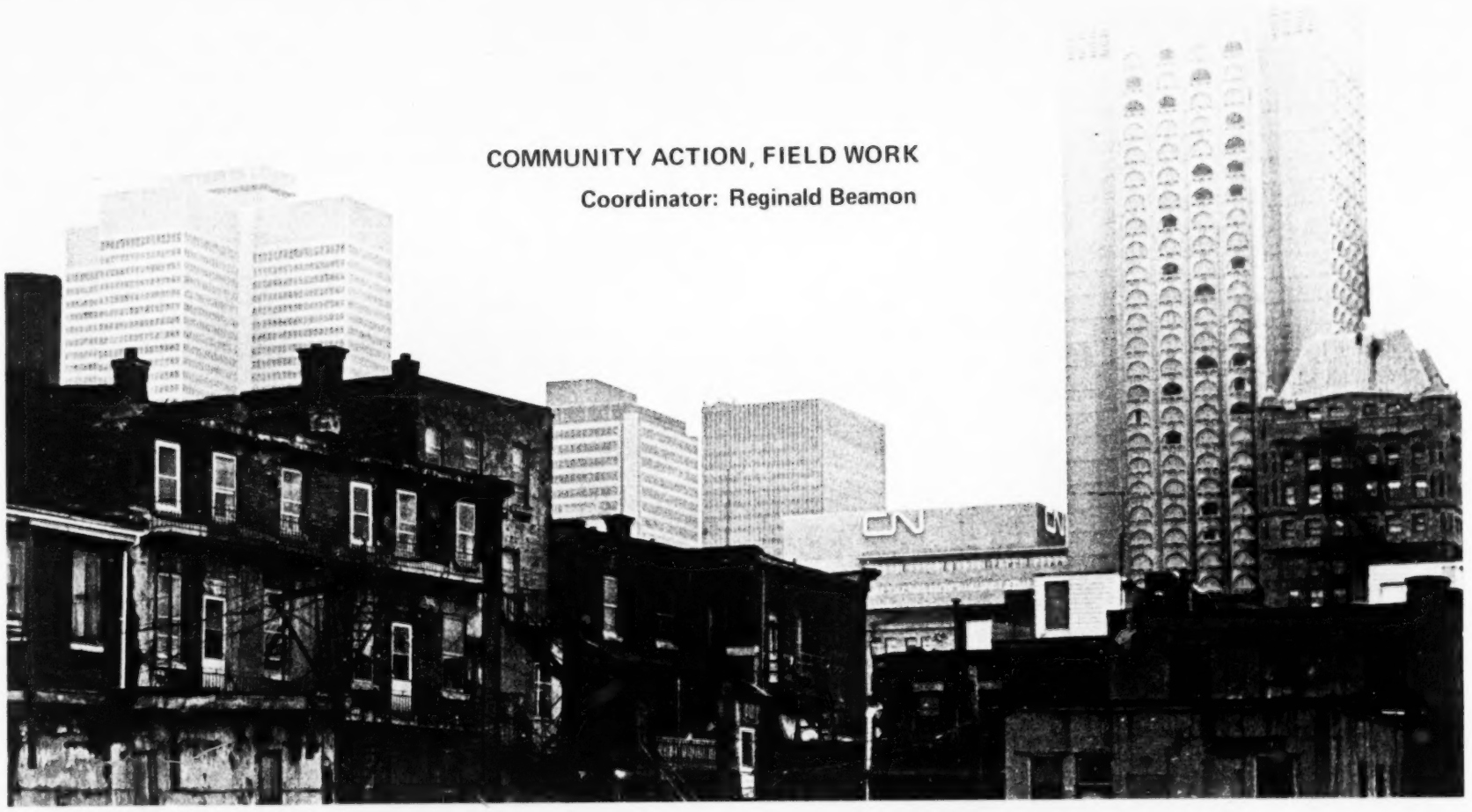


COMMUNITY ACTION, FIELD WORK

Coordinator: Reginald Beamon

FIELDWORK-RESEARCH
PURPOSES OF THE INNER COLLEGE IN THESE AREAS

(a) to serve as a referral agency for students seeking involvement in all aspects of community work and as a placement office
(b) to set up more programs in this field that are relevant to student needs
(c) to set up a directory of all existing programs
(d) to research the various institutes and centers on campus
(e) develop interaction between the Inner College and these other agencies, whether they are on or off campus

UCONN RESOURCES, NON-I.C.

Jack Allen; Don Wetherell (Ecology); Audrey Beck; John Mauceri (Drug Rehabilitation and Crisis Centers); Mike Wogan (community organization, e.g. community control); Jack Chinsky (free school/alternative education); Duane Denfeld (street law, prison reform, people's clinics, theoretical perspectives on social change); Larry Carney (radical research collective and social change); Dick Akeroyd (radical research collective, alternative media); Roy Darwin (radical research collective); Joan Hall (female liberation); Jim Hall (alternative media); Bob Bard (UConn Law School, street law, legal aide, civil disobedience); Alex Dupuy (free school/alternative education and community organization); J. Thorkelsen (peace research and action); Jim Faris (radical research collective, peace research and action); Ed Noll (community organization, social change); Martha Wallace (female liberation); Leon Richelle (people's medicine); Martine Bonary (alternative media); Lorraine Roth (radical research collective, female liberation, social change); Ken Sachs (community organization, social change).

COURSES:

1) **Urban Studies.** This course is designed for students interested in all the facets of the city that related to poverty: urban decay, government programs, land use, the way poverty is fought; with a concentration on New Haven, described in the study by Fred Powledge. A six week course. Limit: 6 serious students who are aware of the plight of the Inner City.
Texts:
a) Fred Powledge, *A Test of American Liberalism: One Town's Efforts To Rebuild Itself, Model City,* Simon and Schuster, New York.
b) Kenneth B. Clark and Jeanette Hopkins, *A Relevant War Against Poverty,* Harper and Row.
See Reggie Beamon.

2) **A Cultural Study.** The objective of this course is to make the college student aware of the fundamental procedures in planning cultural events in a "segment-ethnic" community; for example, what stake have "racial diplomats" in the movement? A five week course. Limit: 6 serious students.
Texts:
a) Daniel C. Thompson, *The Negro Leadership Class,* Prentice-Hall, Inc.
b) W. Lloyd Warner, Buford H. Junker and Walter Adams, *Color and Human Nature: Negro Personality Development in a Northern City,* Harper Torchbook. See Reggie Beamon.

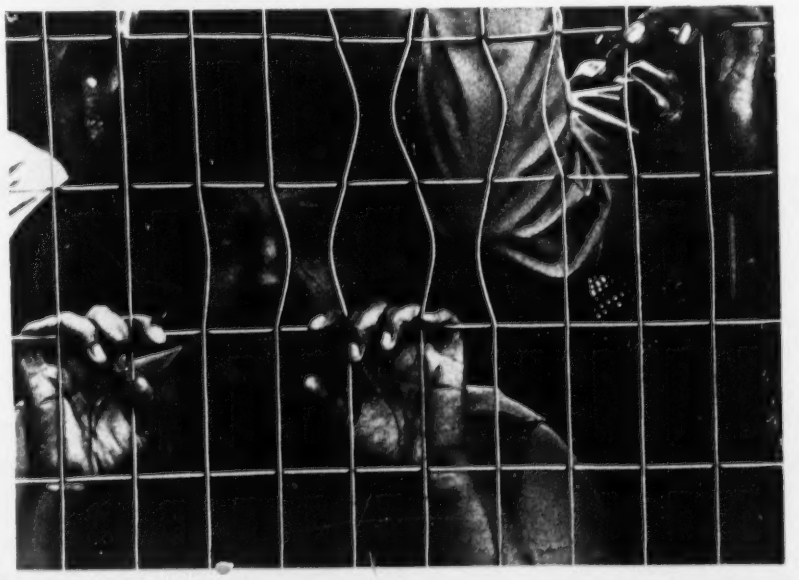
A PARTIAL LIST OF PROGRAMS AND THEIR DIRECTORS:

1) **The Urban Semester.** See Michael Wogan (Psych. Dept.) – a live-in environment for people interested in community work in the North End of Hartford. Office: Wood Hall, ext. 1513; other resources: P.D. Warner–Economics ext. 1847; J. Chinsky–Psych. ext. 685.
2) **Hartford Tutorial.** Tutoring children in the North End of Hartford, call Mark Thurman, Troy House or Ola Pollard, Shippee Hall.

3) **CONNPEP.** The University's Upward Bound Program, call David Ivry ext. 1350 or 1351; some of the people on the advisory committee are: Dean William Trueheart, ext. 1297 and Floyd Bass, Black Studies Center, ext. 1568.
4) **University of Connecticut Summer Program.** Mr. Fred Simons, Director; underacheiving minority students are given a chance to discredit the University's admissions policies and standards. Office in Commons, ext. 1496
5) **Wilbur Cross Library Black Studies Committee.** Richard Akeroyd, ext. 884.

6) **Afro-American Cultural Center.** Jim Lyons, Director. Office: Administration Bldg. ext. 208.
7) **Free Breakfast Program.** Black Student Alliance and the Puerto Rican Student Movement, free program for children in Willimantic. B.S.A. and P.R.S.M.
8) **Prison Reform and Health.** Mr. Duane Denfeld, Sociology Dept., ext. 1271.
9) **South Arsenal University Center.** Hartford, Law School Clinic and many University programs in the Credit Extensions Field – Bob Bard, Law School in West Hartford.
10) **School of Education-Teacher Training.** Resources R. Wylie, R. LaConte, A.J. Pappanikou.
11) **Center for Black Studies.** Floyd Bass, Director, Wood Hall, ext. 1568.
12) **Center for Italian Studies** Norman Kogan, Director Wood Hall ext. 1367; Institute of International and Intercultural Studies; John Plank, Director, Wood Hall, ext. 1249.
13) **University Council of Human Rights and Opportunities.** Admissions bldg. Lawrence Parrish, Director, ext. 1812 has a booklet that gives the programs offered by all the departments and schools of the University.
14) **Institute of Urban Research.** Research of the urban life away from Storrs, done mostly by faculty and graduate assistants–Morton Tenzer, Director, 24 Whitney Road, Storrs, ext. 1883 or 1133.
15) **Center for Real Estate and Urban Economic Studies.** The School of Business Administration, operates and supports the school's teaching program in real estate and urban land development. – S. D. Messner, Director, School of Business Administration, ext. 1167.
16) **Bureau of Business Research and Services.** Serves the business community of the state and stresses research in the School of Business Administration teaching program.
17) **The College of Agriculture and Natural Resources.** Cooperative Extension Service, develops educational programs throughout the state. There are 13 projects in many cities including Hartford, New Haven, Bridgeport, Waterbury, and Middletown. See: A. Lane ext. 253; Elsie Fetterman, ext. 1191; Noreen A. Ray, ext. 1142.
18) **School of Education-Teacher Training.** For students in the School of Education who work in Inner City schools. This would involve voluntary (non-credit) work in New Haven.
19) **Health Center, McCook Hospital.** See Mr. Francis Ryan, Assistant Director; 243-2531, ext. 258.
20) **School of Law.** West Hartford; See–Bob Bard, Assistant Professor of Law; 523-4841.
21) **Revitalization Corps.** In Hartford – Ned Cole, Director.
22) **Anti-Poverty Agencies:**
    a) Community Renewal Team (CRT); Hartford
    b) New Opportunities for Waterbury Inc. (NOW)
    c) Community Progress Inc. (CPI); New Haven
    d) WACAP; Willimantic
    e) ABCD; Bridgeport

23) **American Civil Liberties Union.** Hartford.
24) **Internships with Willimantic Lawyers.** See – Reggie Beamon, ext. 1126.
25) **Westport Learning Center.** Pre-school for children from 2-5 years old at the home of Joycee Kennedy (IC)
26) **Experimental Colleges.** Many colleges similar to the Inner College have transfer and exchange programs from which I.C. students can profit. As an exchange student it is sometimes difficult to obtain financial aid because many school's grant their own students first priority in receiving financial aid. A list is still being compiled and hopefully the Inner College Office will have a list of all the schools with exchange programs available to Inner College students. See Reggie Beamon, John Nero, Len Krimerman, all at ext. 1126.
27) **Traditional Schools.** Students interested in traditional schools who would like to set up an exchange program between the Inner College and these schools should submit the name of the school and the reason they want to set up an exchange, so that work can begin on the project. The Inner College will provide the necessary information. See Reggie Beamon, John Nero, Len Krimerman, all at ext. 1126.
28) **Drug Rehabilitation.** Work in this area is possible at any drug clinic which is willing to allow students to work with their program. Some suggestions are NARCO (in Waterbury and New Haven) and Daytop (in Seymour).
29) **Police-Community Relations.** Public relations work of the inner city in Waterbury. See Mr. Cicero Booker, Jr., 86 Cherry Street, Waterbury, Conn.
30) **National Listing of Off Campus Fieldwork Projects.** We hope to get a national file of these projects from Mr. Jim Feeney of New College, Sarasota, Florida. Mr. Feeney is the Off Campus Coordinator for New College. See Reggie Beamon at ext. 1126 for more information.
31) **Vocations for Social Change.** In the May-June 1971 issue, there is a good directory of programs, resources, and feature articles concerned with social change. It also states job listings and proposals for new projects. We will keep a copy in the Inner College Office for interested students. This periodical covers everything in the movement. Address – Vocations for Social Change, Box 13, Canyon, Calif., 94516.
32) **Inventory of Programs and Activities in the Field of Human Rights and Opportunities.** This is a list of all programs in this area offered at the University. The study was prepared by the University Council on Human Rights and Opportunities in September, 1969. Some of the programs are not running now, but you can find which are currently operating by also requesting a Supplementary Inventory. Ask for this at the Admissions Building.



COURSES

1) A course will be given by Kevin Brackett (IC) next fall that will involve going on field trips and identifying and preparing wild foods and other plants.

2) There might be a course given this coming year by Yoko Somo in Japanese cooking and popular culture if enough students are interested in taking it. See Barby Wilson IC.

RESOURCES AND MATERIALS

"A cooperative is a group of people having some common economic or physical need who have joined together for the purpose of providing services as a means of economic improvement for themselves and the community in which they live. Membership in cooperatives is normally defined around a group with similar employment, association, or area of residence. This is done so that services or commodities will be readily available to all members." —from "A Manual of Basic Co-op Management."

1) If you want to know about food cooperatives:
   a) Cooperative League of America, 1012 14th St., N.W., Washongton, D.C., 20005.—Publishers in the area of cooperative economics.
   b) Samuel Kaymen, Alstead, New Hampshire (603) 835-6854, is a non-profit distributor.
   c) Powelton Food Co-op, c/o Oz, 3316 Arch St., Philadelphia. Penn.

2) The UConn Nutritional Sciences Department is working on some interesting projects. One, led by Janina Czajkowski, is an Inner City Ghetto project where people are working with mothers on planning menus, budgeting, and proper diets. Edwin Singsen, also from this department, is in almost full agreement with Adele Davis, especially with regards to the underated importance of vitamin E (as reported in the University Chronicle).

3) People and friends of the IC who know something about food: Bou Brastow, Gayle Karas, Kevin Brackett, John Weber, Ron Matous, Joe Copolla, John Nero, Mark Boehnert (from a scientific point of view), Nancy Nero (knows about canning).

READING

a) *The hunger problem: The Geography Of Hunger,* and *The Black Root Of Hunger* by Josue de Castro; *Hunger USA* — a report by the Citizens Board of Inquiry; *Lands Alive* by Rene Dumont: *The Hungry Future* by Bernard Rosier and Rene Dumont; *This Famishing World* by Alfred McCann.

b) Nutrition: The Great American Food Hoax by Sidney Margolius; *Food, Health, And Income* (a report on a survey of adequacy of diet in relation to income) by John Orr; *Tables of Food Values* by Alice Bradley; all books by *Adele Davis.*

c) Food and Personality: Food And Character by Louis Berman; *You Must Eat Meat* by Max Jutte.

d) In "Natural Life Styles —1— A Guide to Organic Living," there are many articles on *food* ,including shopping in the supermarket, growing it, macrobiotics, sugar, herbs, etc.

e) There is a section on *pesticides* in *Earth Tool Kit* — A Field Manual for Citizen Activists, prepared by Environmental Action.

f) There is a chapter in *The Primal Scream* by Arthur Janov, on Drugs and Addiction, which includes a section on *over-eating.*

g) COOKING:

The following books were recommended by the *Whole Earth Catalog: Joy Of Cooking* by Irma S. Rombauer and Marion Rombauer Becker; *Fannie Farmer Cookbook: Quantity Recipes* by Marion A. Wood and Katherine W. Harris

The Improvished Students Book Of Cookery, Drinkery & Housekeepery by Jay F. Rosenberg

Home Brewing Without Failures by Beatrice Trum Hunter, H. E. Bravery; *The Natural Foods Cookbook* by Beatrice Trum Hunter;

Megavitamin Therapy from Better Health Center, Cleveland, Ohio.

The Soybean Cookbook by Dorothes Van Gundy Jones;

Composition of Foods by Bernice K. Watt and Annabel L. Merrill;

Home Canning Of Fruits And Vegetables and *Home Freezing Of Fruits And Vegetables* from Better Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.;

First Steps In Winemaking by C.J.J. Berry

h) other: Ball Blue Book...easy guide to tasty, thrifty, home canning and freezing.

i) *Living on the Earth* by Alicia Bay Laurel. This includes things like: 1) refrigeration: "Put food in wet canvas bag. Leave bag in the sun and keep wet at all times." The evaporation keeps the food cold. 2) how to build an ice chest. 3) information on canning, pickling, drying fruits, making wine, milk products, sprouting beans, roasting beans, smoking and salting fish, making nut butters, what to do with a dead deer, chinese cooking, using herbs, etc.

Technological advances in health care and medicine have made it possible for more people to get better health care. Society has institutionalized these benefits to such an extent, however, that they are made available not on the basis of need, but on the basis of money. In attempts to ameliorate this situation some people have been forming health clinics to help those who cannot afford to get help through the more conventional means.

HEALTH

INFORMATION AND MATERIALS

1) Kate Berlepsch and Joe Capolla (IC) know about folk cures.

2) In the FUNE catalogue No. 3 there is a listing of medical centers and dental clinics in the area.

3) Information from *Vocations For Social Change* July-Aug. 1971 issue:

a)U.S.-Cuba Health Exchange was formed this fall to facilitate the exchange of scientific and other information between U.S. and Cuba.

b) Young Patriots Health Center: The Young Patriots Community Health Service, N. Sheridan Rd., Chicago is involved in training women in first aid and health care in their own communities.

c) pamphlets can be ordered through the VSC about: Peoples Health Clinic, Portland, Oregon; Salud Medical Clinic (in a rural Chicago community, Cleveland State Hospital (description of a new program and attitude toward mental illness.

READINGS

a) the *Health-Pac Bulletin* published by the Health Policy Advisory Center

b) *Power, Politics and Profits, The American Health Empire:* a report from the health policy advisory center. Published by Random House.

c) Information from *Living On The Earth* by Alicia Bay Laurel on: herbal medicine for the digestive tract, toothache, sore mouth,chapped lips, tired eyes, insomnia and nervousness, sprained muscles, impotence, burns, splinters, ringworms, warts, colds (take vit, c, drink fruit juice, fast, inhale steam, etc.), headache, cough, sore throat, poison oak or ivy, dandruff, menstrual cramps, morning sickness, crabs, snakes' bites, fractures, dying (cremation). Here's an example: cough syrup: "boil a lemon ten minutes. Extract the juice, to this add 1 oz. glycerine and one cup honey. Stir before taking — one teaspoon three times a day." Slippery elm tea also cures a cough and is bland as milk.

d) from the *Whole Earth Catalogue:*

The Stress of Life by Han's Selye, M.D.: *Desert Plants and People* by Sam Hicks (tells about food, medicine in Northern Mexico and Southwest U.S.A.); American Indian Medicare by Virgil J. Vogel; *Folk Medicine* by D.C. Jarvis, M.D.

e) magazine *Body Politic* 1380 Howard Street, San Francisco, Calif. 94103

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Below is a list of various agencies in Connecticut. They are listed according to their area of concern. If you are interested in any of these areas, please contact Reggie Beamon, at the Inner College Office (ext. 1126), who in turn will contact these agencies. Hopefully we can get an exchange going between the agencies and the Inner College.

1) **Birth Control**
   a) Hartford City Hospitals
   b) Planned Parenthood, Bellevue Square, 8 Wooster Street, Hartford, Conn. every Monday from 1-3 p.m.
2) **Civil Rights**
   a) State Commission on Human Rights, 90 Washington Street, Hartford, Conn.
   b) NAACP – State Office – 734 Asylum Avenue, Hartford, Conn. Hartford Office – 1912 Main Street, Hartford, Conn.
   c) Urban League, 709 Main Street, Hartford, Conn.
3) **Clinics**
   a) Hartford Dispensary, 45 Retreat Ave., Hartford, Conn.
   b) H. I. Jones Home, 2 Holcomb Street, Hartford, Conn.
   c) Hartford Hospital, 80 Seymour Street, Hartford, Conn.
   d) Mitchell House, 38 Lawrence Street, Hartford, Conn.
4) **Consumer Protection**
   a) The State Department of Consumer Protection, (State Office Building, Hartford, Conn.) has five divisions: food, drug, pharmacy, weights and measures, and consumer fraud.
   b) Community Renewal Team; Clay Hill Multi-Service Center, 76 Pliny Street, Hartford, Conn.
   c) Better Business Bureau; 250 Constitution Plaza, Hartford, Conn.
5) **Drug Abuse and Alcoholism**
   a) Capitol Region Drug Information Center, 179 Allyn Street, Suite 403, Hartford, Conn.
   b) State Department of Mental Health; Alcohol and Drug Dependency Unit Blue Hills Hospital, 51 Coventry Street, Hartford, Conn.
6) **Education**
   Tutoring – the Revitalization Corps, 1762 Main Street, Hartford, Conn.
7) **The Elderly**
   Many programs have been set up for the elderly citizens of Hartford. A detailed list is available at the Inner College Office.
8) **Para-professionals**
   The Inner College hopefully will start a program with Hartford agencies in order to set up "a relevant approach to higher education." Students would be able to work with programs that are in their major field of interest. The programs involve spending a semester in the field and a semester in school. Outer College students, if interested, should contact the Inner College Office and the department of the school in which they are enrolled. Upon approval by the appropriate school or department the Inner College will make arrangements for the student to begin work.

Areas: Health Services; Clinical Medicine; Legal Help; Legal Aid; Lawyer Referral; Social Services; Neighborhood Centers; Government Programs (Community Renewal Team, CRT); Hartford Social Services – Welfare, State Welfare Department, 80 Washington Street, Hartford, Conn.

APPROACHES TO THE PHYSICAL BODY

This part of the catalog is for people who 1) want to find alternative ways to learn about sex, food, health, exercise, and drugs, and 2) want to learn about unconventional approaches to these topics. **Coordinator: Nancy Nero**

This section of the catalog is devoted to two basic human needs—the need for survival, and the need for pleasure. In many cases the satisfaction for these needs is derived either directly or indirectly by physical means.

There are a number of different ways to learn about these needs. One is to investigate the actual physical processes that lead to satisfaction. This could be done by learning about the chemical changes undergone by food as it is being ingested, or by studying the limits of human physical endurance. A second way of viewing these topics is studying the relationship of the physical to the mental, i.e. psycho-spiritual eating, yoga, therapy and excecise, faith healing, etc. A third way is to look at society and the interrelations that have developed between it and the various aspects of man's physical self. For instance, "How does the food we eat relate to our culture? To what extent does society tell us what to wear, how much we should weigh, when, with whom, and where to have sex?" These questions are the most controversial because they are not concerned with facts as much as with attitudes.

Many of the problems related to man and his physical being are created by society in some way. For instance, medical technology has allowed man to have a longer life span than would ever be possible "naturally." This and the increased birth rate are the two main causes of overpopulation. Of course, there are other causes as well.

"The reduction of population growth to a mere ratio between birth rates and death rates obscures the many complex social factors that enter into both statistics. A rising or declining birth rate is not a simple biological datum, any more than is a rising or declining death rate. Both are subject to the influences of the economic status of the individual, the nature of family structure, the values of society, the status of women, the attitude toward children, the culture of the community, and so forth. A change in any single factor interacts with the remainder to produce the statistical data called "birth rate" and "death rate"."

—Murray Bookchin, "Toward an Ecological Solution"

Many of the factors that Murray mentions influence other aspects of man's physical, social life. For instance, the nature of family structure dictates roles to each member of the family. If a woman is a wife or a mother, not just her frame of mind is affected by these roles, but every move she makes throughout the day (whether it be feeding the baby, cleaning the house, or whatever). Women's Liberation is a reaction to the subordinate roles that women have been forced to assume. It does not seek to usurp man's dominant position, it seeks to eliminate the roles altogether.

PROJECTS

a. Joan Hall, our new Director of the Program is giving a graduate course in Women in Literature (400 W) Open to 8 graduate students, meeting every Monday afternoon. It will examine (1) assumptions about sex roles in education, courtship, marriage, family, and about female psychology, in significant literature, primarily literature written by women; and (2) the nature of feminist criticism. IC students are welcome to attend individual meetings of the class if they have special competence in any of the books and to browse among the books, pamphlets, and bibliographies on the shelves of the course in JHA 400.

b. She also has a collection of feminist books, and some antifeminist.

c. Joan Hall is Co-Chairman of the Board of the Community Children's Center, a day care center which could probably use some student help. The Center is located on Spring Hill road in Storrs.

RESOURCE PERSONS AND MATERIALS

Nine out of ten legal abortions in the United States are performed on white women, not black. Four out of every five legal abortions in the United States are performed on private, not clinic patients.

1) Information Centers
   a) abortion: Women's Center, 36 West 22nd St., NYC, NY.
   b) counseling: Multilateral Relations Study Project, 23 Mohegan Rd., Action, Mass, 01720—for group marriage counseling.

2) The people at the Clearinghouse at the University of Massachusetts put out something called the FUNE catalog. In this catalog, No. 3, can be found: information on birth control, the locations of planned parenthood, gay groups, men groups, women groups in the New England area, and a listing of women at Universities who are giving courses on various aspects of women, sex roles, etc.

3) This group has a loan fund for abortions: Population Control Fund Committee, c/o Student Senate Office, Lord Hall, Univ. of Maine at Orono.

4) The address of one of our local Zero Population Growth is: Box 222, Willimantic, Conn., 06226.

5) Children's Liberation
   a) Workshop on Rights of Children, c/o Ziprin, P.O. Box 4413, Berkeley, California, 94704.
   b) Liberated kiddie books — no racism, sexism, etc. Write to Paula Goldsmid, for Lollipop Power, P.O. Box 1171, Chapel Hill, N.C., 27514.

6) Gay Liberation—Call Ruth Canter for information about gay liberation, on and off campus activities.

READINGS

"Women must lead the way to their own enfranchisement and work out their own salvation with a hopeful courage and determination that knows no fear nor trembling. She must not put her trust in man in this transition period, since, while regarded as his subject, his inferior, his slave, their interests must be antagonistic." — Susan B. Anthony, Elizabeth Cady Stanton, 1881.

a) Overpopulation:

The Population Bomb by Paul Ehrlich
Moment in the Sun by Robert Rienow and Leina Train Rienow
Famine—1975 by William and Paul Paddock
Population, Evolution and Birth Control by Garrett Hardin
The Silent Explosion by P. Appleman
The Challenge of Man's Future by Harrison Brown
The Population Dilemma by P. N. Hauser
Society and Population by David Heer
The Population Crisis and the Uses of World Resources by Stuart Mudd
Standing Room Only, the Challenge of Overpopulation By K. Sax
The Biological Time Bomb by Gorden Taylor
The Quiet Crisis by Stewart Udall

b) Women

Women: A Bibliography (can be found at IC trailer)
Born Female: The High Cost of Keeping Women Down by Caroline Bird
The Second Sex by Simone De Beauvoir
The Feminine Mystique by Betty Friedan
A Vindication of the Rights of Women by Mary Wollstonecraft
History of Women's Suffrage by Susan B. Anthony and Elizabeth Cady Stanton
The Emancipation of the American Woman by Andrew Sinclair
Legal Status of Women by Philip Francis
Women and the Labor Movement by Alice Henry
The Family and the Sexual Revolution by Edwin Schur
The Psychology of Women by Helene Deutsch
An Analysis of Human Sexual Response by Ruth Brecher and Edward Brecher
Women and Men by Amram Scheinfeld
Fashion is Spinach by Elizabeth Hawes
Prison Notes by Barbara Deming
Women and Socialism by Barbara Deming
Women and Socialism by August Bebel
Marxism and the Woman Question by Avrom Landy

c) Sex and Birth Control— There is a pamphlet at the trailer called BIRTH CONTROL HANDBOOK. Inside information on: male and female anatomy, the menstrual cycle, sexual intercourse, conception, oral contraceptives, condom, intrauterine devices, diaphragm and jelly, vaginal spermicides, rhythm method, coitus interruptus, new methods (such as morning afterpill, pill for men, vaccinations, etc.), sterilization, abortion, venereal disease, etc. There is also a good bibliography, including: *Manual Of Contraceptive Practice,* Edited by M.S.Calderone; *Venereal Disease* by R.S. Morton; *Methods Of Conception Control* by D.P. Swart and R.L. Vande Wiele; *The Pill in New Perspective—Pregnant or Dead?* by H. Williams; *Sex and Fertility* by C. Wood.

d) from the *Whole Earth Catalog: Commonsense Childbirth* by Lester Dessez Hazell; *Pregnancy, Childbirth And The Newborn, A Manual For Rural Midwives* by Leo Eloesser, Edith Galt and Isabel Hemingway.

e) Other: *Death of the Family* by David Cooper

Similar to the organization of Women's Liberation and Gay Liberation, many other "movements" have resulted in some way from limitations society has placed on our physical beings. If an individual decides to eat macrobiotically he is seeking an alternative to what is commonly available in the local supermarket. In order to make good his desires he must either find his own food supply or use one that is already available. In either case, he is making some kind of social statement. If this person knew others who felt like him they might all get together and form a food cooperative.

FOOD

FORMER INNER COLLEGE PROJECTS

1) A macrobiotics cooking course was given by Jeff Blonder, a former IC student.

2) Yogic vegetarian eating—individual project of John Weber, IC.

3) Finding natural edible foods in the woods—individual projects of Ron Matous, Joe Copolla—ICers.

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The "Handicapped"

A word on expectations—NONE!—Expectations will be looked at in the first class-meeting.

Requirements—I'm still exploring ways to communicate some of the events, that hassle my head, to you without hassling yours. No exams will be given. Please, Please, Please display a sincere care *for* people! Required readings amount to *zero,* the suggested readings amount, so far, to:

Psychoanalysis and Religion – Eric Fromm; *Behavior in Public Places* – Erving Goffman

"Mother"—Eric Fromm

"Thief"—C. Knight Aldrich (Both articles are from the March '71 issue of *Psychology Today)*

"When Brains are Damaged"—Robert Isaacson (Jan. '70 issue of P.T.)

Objectives—The main aim of this course is to initiate change in the minds of those people that see a person with a handicap (disability, is a more descriptive term) as "different." The main reason for people holding this attitude is fear—fear that it could happen to them (This was also found in an eleven year-old's rap.)!

Hey now, this class will be mainly discussion while, at the same time, bordering on encounter. Class will meet once a week, probably on Tuesday, for two hours – maybe longer.

If anyone is interested – come & rap! I live in East Haven, or call 467-3568.

Harvey Gilkerson

This ten week course will cover stereotypes, handicap and disability, negative labels (cripple, for example), and the similarities between the physically disabled and the mentally disturbed. Harvey will also talk about how he was changed both physically and mentally as a result of his accident, and as a result of the rehabilitation process, and there will be a discussion on an Ideal Rehabilitation Center. Guest speakers have been invited. A week by week outline can be obtained from Harvey.

EXERCISE

FORMER INNER COLLEGE PROJECTS

1) Yoga – John Weber, Richard Peloquin, Kate Berlepsch, Ruth Cantor, Bou Brastow...ICers.

2) Primitive Dance. This course was given by Phil Jacklin, formerly of the Philosophy Department.

3) Modern Dance – Martha Graham technique – independent work of Carol Bartholomew, former ICer.

4) Camping and Survival – Independent work of Carl Blodgett, John Hitt, Kate Berlepsch...ICers.

5) Creative Dramatics (Improvisation and pantomime with children). Course given by Barbara Goodwillie. IC students – Nancy Nero, Barb Silberman, Carol Banford.

RESOURCES

1) Rhonda Kincaid is interested in working on possible alternatives to the Physical Education Requirement. Some of her ideas are: a) Last semester volunteer supervisors were needed for recreation programs at the YMCA in Willimantic. Students could possibly do this as an alternative to the requirement: b) a survival course; c) Karate; d) Yoga; e) canoeing; f) camping; g) sailing, etc.

READINGS

a) Dance: *Phenomenology Of Dance* by Maxine Sheets

b) Exercise: *Nutrition, Exercise And Body Composition,* by Ernst Juke *The Israel Army Physical Fitness Book,* Grosset & Dunlap, Inc. New York, N.Y.

c) Play: *Play, Dreams And Imitation In Childhood* by Jean Piaget; *Leisure And Recreation* by Martin Neumeyer; *Play Therapy* by Virginia Axline; *Education Through Play* by Genry Curtis; *Play And Mental Health* by John Davis; *Man, Play And Games* by Roger Caillois; *A Philosophy Of Play* by Luther Gulick; *Homo Ludens:* a study of the play element on culture by Johan Huizinga; *The Psychology Of The Organized Group Game* by Mabel Reaney.

d) other: *Sauna: The Finnish Bath* by Stephen Greene Press, Brattleboro, Vt.

Sometimes people create new alternatives, and, as a consequence, create new problems. For instance, more and more individuals are experimenting with drugs, an act directly opposed to the dictates of society. When problems arise, the means to deal with them must also be created. In this instance, crisis centers and hot lines have been established to handle the immediate needs of people with drug problems.

DRUGS

FORMER INNER COLLEGE PROJECTS

1) Shifty Sides and Lance Pruyn have been in close contact with the people at Valiance House, the drug rehabilitation house at Norwich State Hospital.

2) John Mauceri, IC, did a survery on marijuana.

3) Several IC members underwent an intensive training program and then worked at DIALOGUE, the campus crisis call center.

RESOURCES

1) There is a relatively new drug rehabilitation program in Willimantic called ECDAP which could possibly use student help next year. Talk to Dr. John Haney (Psychiatrist at the Infirmary), D. Theuner (Episcopalian Minister in Willimantic) or Lance Pruyn (IC).

2) In the FUNE catalog, Number 3 there is a listing of crisis centers, some of them specifically for drug problems.

3) If people are interested, a good lecture course on drugs could be organized for next year, with a different guest speaker at each class. It would include such topics as: drugs and society, drug laws, drug dependency and withdrawal, and the pharmacology of street drugs. See Nancy Nero if interested.

4) DIALOGUE (the campus crisis center) – call 429-6484.

5) The people from Number 9 in New Haven are very interested in having students come down and participate in their intern program. They are a crisis and growth center serving the New Haven community. People in the intern program should be able to live at the Number 9 house for at least a semester (room and board free, or what you can afford). They need people who are willing to do a lot of work. If interested, contact Dennis Jaffe, Number 9, 266 State St., New Haven, Conn., 06511. Tel. 787-2127. Go down to meet them as SOON AS POSSIBLE.

READINGS

a) from the *Whole Earth Catalog: The Cultivator's Book Of Marijuana* by Bill Krake; *The Hallucinogens* by A. Hoffer and H. Osmond: *Drugs From A to Z a Dictionary* by Richard Lingeman.

b) John Mauceri compiled a good bibliography on marijuana. Included are: *The Complete Cannibis Cultivator,* Stone Kingdom Syndicate, San Francisco, Calif.; *A Measure Of Alienation In College Student Marijuana Users* by Eileen Harris; *Know About Drugs* by Walter Huston; *The Prevention Of Drug Abuse In Schools And Communities: An Approach By Narco* by Brian Klitz; *The New Social Drug* by D. E. Smith: See John or Nancy Nero for complete bibliography.

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"A journey of a thousand miles must begin with a single step."